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ABSTRACT

This annual Fact Book is a compendium of statistics and information on a variety of subjects and issues concerning education in California. It is designed to aid reporters covering education, and to serve as a reference for educators, legislators, and the general public. The 1993-94 Fact Book contains information on numerous issues: fingertip facts on education in California, State Superintendent of Public Instruction, State Board of Education, State Board of Education members, compulsory education and minimum school admission age, immunization and health checkup, frequent inquiries--education code information, home school/independent study/private school, high school diplomas and certificates, special education, child development programs, school facilities, year-round education, limited-English-proficient students, class size penalties and waivers, administrator-teacher ratio, statewide 1991-92 average salaries and budget percentages, dropout rate, instructional materials adoption process, California state lottery, financial reporting--interim reports, education funding for 1993-94, helpful contacts for education information, national education trends, and calendar of events. (JPT)

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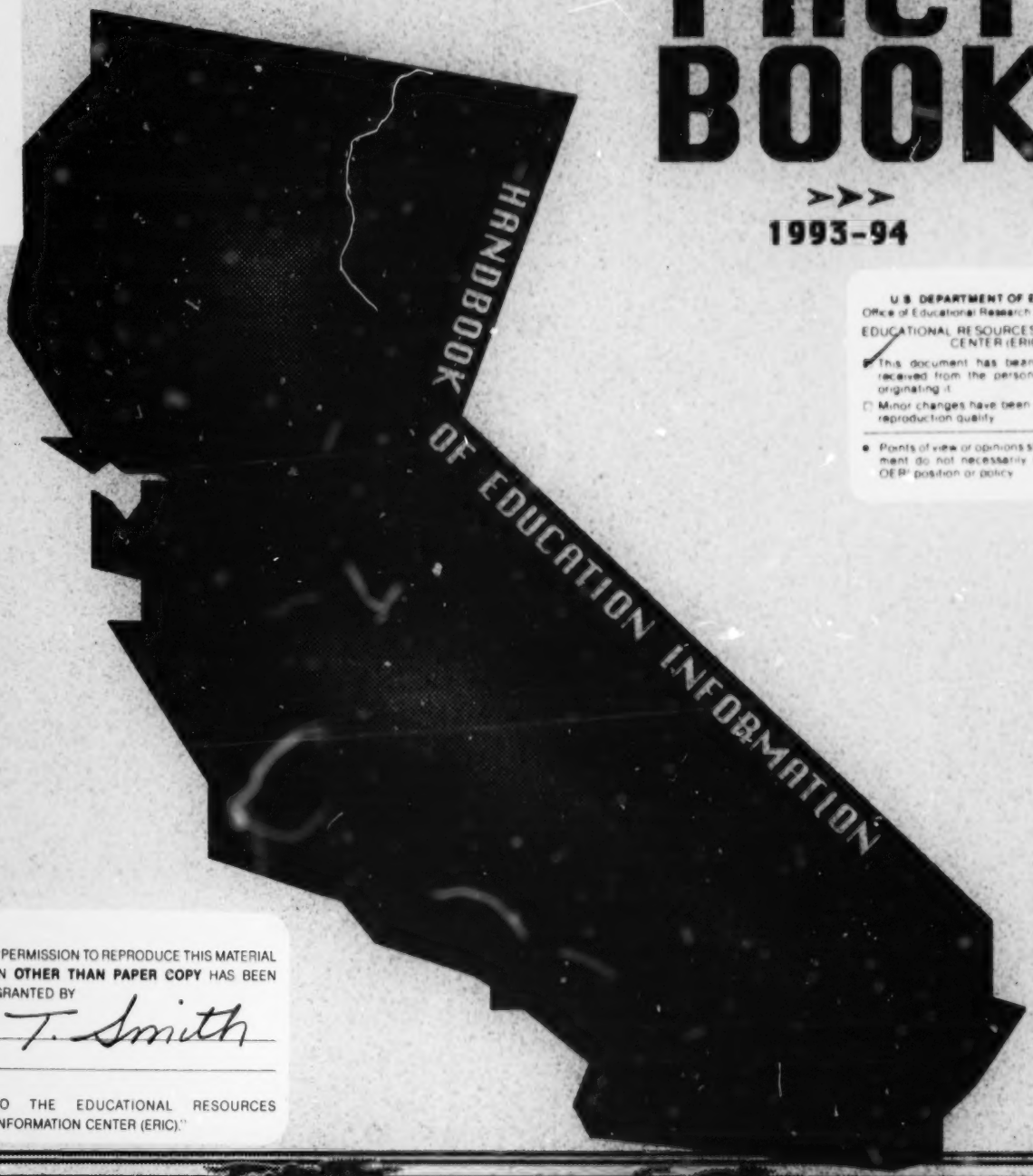

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PREFACE

The annual *FACT BOOK* (previously known as the *FACT SHEET)* is a compendium of statistics and information on a variety of subjects and issues concerning education in California, including a Calendar of Events for 1993-94. It is designed to aid reporters covering education, and as a reference for educators, legislators, and the general public.

This report was prepared by Mary Lou Schmidt of the Executive Office. It would not have been possible without the support and cooperation of the many Department units and staff members whose knowledge and expertise are represented in these pages; their contributions are greatly appreciated.

We regret we are unable to supply multiple copies; for this reason you are welcome to duplicate the *FACT BOOK* as needed. Please call 916/657-3027 if you have any questions or recommendations for future editions.

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Fingertip Facts on Education in California

California Department of Education
Sacramento, 1993

CALIFORNIA STATE BOARD OF EDUCATION

Members (Terms expire in January of year indicated.)

Joseph M. Stein, President 1997*
Gerti B. Thomas, Vice-President 1994
Heather Clayton (student member) ..... July, 1994†
Kathryn Dronenburg 1997*
Yvonne W. Larsen 1996
Dorothy J. Lee 1996
Sark "Bill" Malkasian 1994
Marion McDowell 1995
William D. Dawson, Acting Secretary and Executive Officer

*Subject to confirmation by the Senate.
†Serves a one-year term, subject to confirmation by the Senate.

CALIFORNIA DEPARTMENT OF EDUCATION

Chief Administrative Officers

William D. Dawson, Acting State Superintendent of Public Instruction
William D. Dawson, Executive Deputy Superintendent
Robert W. Agee, Deputy Superintendent for Field Services
Joe Holsinger, Deputy Superintendent for Governmental Policy
Harvey Hunt, Acting Deputy Superintendent for Curriculum and Instructional Leadership
Robert La Liberté, Deputy Superintendent, Department Management Services
Joseph R. Symkowick, General Counsel
Shirley A. Thornton, Deputy Superintendent for Specialized Programs

Number of school districts

(October, 1992):		(October, 1992):	
Unified	296	Elementary	4,946
Elementary	601	Middle	893
High school	109	Junior high	126
Total	1,006	High school	814
		Continuation	476
		Alternative	212
		Special education	139
		County-run	60
		Total	7,666

Number of public schools

Number of private schools

(1992-93):			
Church-affiliated	1,875	Other	1,964
Total	3,839		

Regular graded public school enrollments, kindergarten through grade twelve, not including ungraded programs:

1955	2,411,834	1984	4,078,743
1960	3,304,485	1985	4,180,265
1965	4,121,442	1986	4,301,140
1970	4,457,325	1987	4,407,907
1975	4,284,471	1988	4,512,963
1980	3,974,377	1989	4,668,495
1981	3,976,676	1990	4,842,174
1982	3,984,738	1991	5,001,670
1983	4,014,003	1992	5,089,808

Number of students in public schools (1992-93):

Kindergarten and grades one through eight	3,717,797
Grades nine through twelve	1,372,011
Ungraded programs	105,969
Total	5,195,777

Number of students in private schools (1992-93):

Kindergarten	68,633
Elementary school	370,853
High school	114,528
Total	554,014

Racial and ethnic distribution in public schools (1992-93):

Full-time teachers (Not available)

Students	*Number*	*Percent*
American Indian or Alaskan Native	41,496	0.8
Asian	421,983	8.1
Pacific Islander	28,925	0.6
Filipino	122,437	2.4
Hispanic	1,877,310	36.1
Black, not Hispanic	447,861	8.6
White, not Hispanic	2,255,765	43.4
Total	5,195,777	100.0

Number of twelfth grade graduates (1992-93):	*Day*	*Evening*
Male	120,150	(Not
Female	124,444	available)
Totals	244,594	9,743
Total, day and evening	254,337	

Number of full-time teachers (1990-91):

Offices of county superintendents of schools	4,426
Elementary school districts	44,755
High school districts	18,280
Unified school districts	140,767
Total	208,228

(Figures not available for 1991-92, 1992-93)

Average salaries (1991-92):

Full-time teachers		*Superintendents*	
Elementary districts	$38,700	Elementary districts	$75,098
High school districts	40,918	High school districts	81,914
Unified districts	40,210	Unified districts	84,826
School-site principals			
Elementary level	$57,212	High school level	$63,713
Unified	$59,782		

Average base revenue limits per unit of average daily attendance (1991-92):	*Small*	*Large*
Elementary school districts	$3,844	$3,069
High school districts	4,214	3,764
Unified school districts	3,473	3,248

NOTE: For funding purposes a *large* school district is defined here as follows: elementary—more than 100 a.d.a.; high school—more than 300 a.d.a.; and unified—more than 1,500 a.d.a. Otherwise, the district is defined as a *small* school district.

Current expense of education per unit of average daily attendance (1991-92):

Unified school districts		*Elementary school districts*	
Low (a.d.a. 1,256)	$ 3,130	Low (a.d.a. 3,620)	$ 2,792
High (a.d.a. 65)	11,231	High (a.d.a. 28)	17,305
High school districts		*State average*	
Low (a.d.a. 3,257)	$ 3,919	Unified districts	$ 4,122
High (a.d.a. 168)	8,716	Elementary districts	3,687
		High school districts	4,578
Average, all public schools			$ 4,062

Income for public education, K–12 (1991-92):

	Amount	*Percent*
Property taxes	$ 5,307,704,231	23.00
State sources	15,413,844,415	66.78
Federal sources	1,298,309,275	5.62
Other sources	1,061,384,829	4.60
Total	$23,081,242,750	100.00

NOTE: Income totals coincide with those reported to the National Center for Education Statistics. These figures are widely used by agencies of the federal government in the computation of grant awards.

Prepared and distributed by the Bureau of Publications, California Department of Education, 515 L Street, Room 250, Sacramento, California (mailing address: P.O. Box 944272, Sacramento, CA 94244-2720), telephone (916) 445-7608. Data were provided by the Educational Demographics Unit, the Education Finance Division, and the School Business Services Division. For a list of publications available from the Department of Education, write to the California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271, or call the Bureau of Publications, Sales Unit, (916) 445-1260.

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STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

The State Superintendent of Public Instruction is one of seven statewide constitutional offices in California, and is the only one that is nonpartisan. The office of Superintendent was first established by the 1849 Constitution. The Superintendent is accountable to the people of California for administering and enforcing educational law and regulations, and for the continued reform and improvement of public elementary and secondary school programs, adult education, and some preschool and child care programs.

The duties and responsibilities of the office are set forth in the Constitution and in statute. Two principal duties assigned by law are: (1) Executive Officer and Secretary of the State Board of Education; and (2) Director of the California Department of Education. The Department administers California's public education system at the state level. It is governed by the State Board. The Superintendent administers the day-to-day operation of the Department under the policy of the Board.

As executive officer of the State Board of Education, the Superintendent serves as educational and administrative advisor to its members on policy matters. The Superintendent, through the California Department of Education, provides administrative and staff services, has charge of all correspondence, and keeps records of all proceedings. The Superintendent alerts the Board to important policy issues and ensures that its policies and directives are implemented.

The Superintendent is responsible for the administration and enforcement of all educational legislation and regulations. In addition to administering the functions of the Department, the Superintendent is responsible for two schools for the deaf, one school for the blind, and three diagnostic schools for neurologically-handicapped pupils.

Other duties include: the apportionment of funds appropriated by the State Legislature and applied by the California Constitution for the support of schools and distribution of federal program grants; the administration of federally aided programs such as compensatory education, school lunch programs, education of handicapped pupils, aid for the education of Indian pupils, children's centers, and vocational and bilingual education. The Superintendent is charged with collecting and analyzing data, reporting data to various state officials and bodies and, most importantly, program evaluation. For many of these programs, the Superintendent must also draft and recommend governing regulations to the Board.

The Superintendent serves as an ex officio member of the Board of Trustees, California State University, and the Board of Regents, University of California. The incumbent is also an ex officio member or has representation on over 70 boards, commissions, and committees established by the Department, the Legislature, or the Executive Branch.

STATE BOARD OF EDUCATION

The State Board of Education was established first by statute in 1852, then by amendment to the California Constitution in 1884. Both the Constitution and statutes set forth the Board's duties. The State Superintendent of Public Instruction is the secretary and executive officer of the State Board of Education and is charged with carrying out the policies adopted by the Board.

The constitutional duties of the Board are: (1) appointment of one deputy and three associate superintendents upon nomination of the State Superintendent of Public Instruction; and (2) adoption of instructional materials for use in grades one through eight. The California Education Code empowers the Board as the governing and policy determining body of the California Department of Education and specifies a variety of additional responsibilities, including: adoption of rules and regulations for its own government, the government of its appointees, and the government of the state's public schools; development and adoption of curriculum frameworks; study of education conditions and needs of the state, and the making of plans for the improvement of the administration and efficiency of the public schools; consideration and action on requests for waivers of statutory and regulatory requirements from local educational agencies; establishment of regulations for the conduct and administration of the state testing program; review and action on petitions to unify and reorganize school districts; the approval of certain program plans for the Department; the numbering of petitions for the establishment of charter schools under the *Charter Schools Act of 1992*; and the allocation of certain federal and state funds.

Ten of the Board's eleven members are appointed by the Governor to four-year, staggered terms, subject to confirmation by two-thirds vote of the Senate within one year of appointment. The eleventh member, also appointed by the Governor and subject to confirmation by two-thirds vote of the Senate, is a student in a California public high school who serves a one-year term; the student member enjoys full voting rights and all other rights and privileges of membership. The current members are listed on the following page.

For more information, contact the State Board of Education Office at 916/657-5478.

STATE BOARD OF EDUCATION MEMBERS

Members	*Address*	*Appointed*	*Term Expires*
Mr. Joseph Stein* *President*	46-930 W. Eldorado Drive Indian Wells, CA 92210 619/568-3920	5/89	1/15/97
Ms. Gerti B. Thomas *Vice-President*	555 Pierce Street, #1106 Albany, CA 94706 510/525-7519	1/90	1/15/94
Ms. Heather Clayton** *Student Member*	14 Ravenna Irvine, CA 92714 714/222-9111	8/93	7/31/94
Ms. Kathryn Dronenburg*	5001 Ligia Place El Cajon, CA 92020 619/442-4702	1/90	1/15/97
Ms. Yvonne W. Larsen	Post Office Box 80456 San Diego, CA 92138 619/222-7015	3/92	1/15/96
Ms. Dorothy J. Lee	2248 Foster Avenue Ventura, CA 93001 805/648-2114	4/90	1/15/96
Mr. Sark "Bill" Malkasian	3521 Welch Court Sacramento, CA 95821 916/657-5478	1/90	1/15/94
Ms. Marion McDowell	896 Bauer Drive San Carlos, CA 94070 415/591-5949	8/88	1/15/95

William D. Dawson, *Acting Secretary and Executive Officer*, 916/657-5485
Greg Geeting, *Executive Director*, 916/657-5478
Lupe Almer, *Recording Secretary*, 916/657-5478

* Subject to confirmation by the Senate.
** Student member serves a one-year term.
There are currently three vacancies on the Board.

COMPULSORY EDUCATION AND MINIMUM SCHOOL ADMISSION AGE

State law requires all persons between the ages of 6 and 18 years to attend school, except 16- and 17-year-olds who have graduated from high school or passed the California High School Proficiency Examination and obtained parental permission to leave.

Children younger than 16 must attend school full time--at least 175 days a year, except in some year-round school programs. Schools are generally required to provide a minimum of 175 instructional days. Further, the law specifies minimum minutes of attendance by grade level. Several full-time and part-time alternatives to regular high school are available to 16- and 17-year-olds, including "continuation" classes, regional occupational programs, and adult education courses.

Kindergarten

Kindergarten attendance is not required by law, but parents have the right to enroll their eligible children in public school kindergarten if they wish. For a child to enter in September, his or her fifth birthday must fall on or before December 2 of the same year. Public schools may, but are not required to, accept a child at any time after he or she has actually turned five.

First Grade

For a child to enter public school first grade in September, his or her sixth birthday must fall on or before December 2 of the same year--with few exceptions. The parents of children having reached the age of five, who were individually admitted to kindergarten mid-session, have the right to place those children in first grade immediately upon the completion of one year in kindergarten. Additionally, children who are at least five years old and who are enrolled in public school kindergarten may be placed in the first grade at any time if they meet certain criteria showing they are very advanced for their age.

Children transferring from one school district to another may, at the discretion of administrators in the receiving school district, be admitted into the same grade in the receiving school district as they attended in the sending school.

For more information, contact John Gilroy, Local Assistance Bureau, at 916/323-8478.

IMMUNIZATION AND HEALTH CHECKUP

California state law requires each child to have up-to-date immunizations or an exemption before entering kindergarten. Children are exempt from immunization requirements when their parents submit a letter stating such immunization is contrary to the parents' beliefs, or a statement from a physician indicating immunization is not considered safe for the child. An exemption may be temporary or permanent for all or specific vaccines.

California state law also requires that all children provide, within 90 days of entrance to the first grade, a certificate documenting that within the prior 18 months the child received a health checkup. Parents may choose to waive the health checkup requirement because they do not want or are unable to obtain a health screening for their child. If the waiver indicates that the parents were unable to obtain such services, then the reasons why must be included in the waiver. New law requires school districts to exclude any first grader up to five days if the child has neither a health examination certificate nor a parental waiver 90 days after entering the first grade.

Some children may be eligible for a state-paid examination. Referrals to doctors and clinics are provided on request by the Child Health and Disability Prevention (CHDP) Program coordinator in your local health department. Children through age 18 may receive a free checkup funded by CHDP if their families meet specific income guidelines. Most county health departments have a CHDP coordinator who can advise parents regarding eligibility.

All children under 18 years of age entering a California public or private elementary or secondary school for the first time, or transferring between schools, must present a written immunization record, including at least the month and year of receipt of each dose of required vaccine (or an exemption to the immunization requirements), or the child will not be allowed to attend school.

Immunizations are required for the following diseases: diphtheria, measles, mumps, pertussis, poliomyelitis, rubella, tetanus, and any other disease deemed appropriate by the California Department of Health Services, taking into consideration the recommendations of the United States Public Health Services' Centers for Disease Control Immunization Practices Advisory Committee and the American Academy of Pediatrics Committee of Infectious Diseases. However, mumps and pertussis immunizations are not required for children seven years of age and older.

Contact local county health departments for more specific information on requirements relating to the number of doses and age at which vaccines are to be given. In some cases, in addition to the month and year of the immunization, the day is also required. Some counties now also require a tuberculosis skin test for students entering school at specific grade levels. It is also recommended, but not required, that a second measles or measles-mumps-rubella immunization be given on or after the first birthday, but prior to kindergarten entry, and for older pupils transferring from out-of-state schools.

For more information, call your local school district, county office of education, or county health department. Questions may also be answered by Charles Godoy in the Department's Health Promotion Office at 916/657-5434.

FREQUENT INQUIRIES--EDUCATION CODE INFORMATION

The subjects explained here include some of the most frequently asked questions concerning the Education Code. For more information, contact the Department's Legal Office at 916/657-2453.

CIVIC CENTER ACT, Education Code Section 40040 et seq.

Every public school facility is considered a civic center where citizens, school-community councils, clubs, and senior, recreation, education, political, artistic, and other organizations may meet. The school district may grant the use of the school facilities and grounds upon certain terms and conditions deemed proper by the governing board, subject to specified limitations, requirements, and restrictions set forth within the law.

CORPORAL PUNISHMENT, Education Code Section 49000

Corporal punishment is prohibited in all public schools within the state. Corporal punishment means the willful infliction or willfully causing the infliction of physical pain on a pupil. An amount of force that is reasonable or necessary to stop a disturbance which threatens physical injury to persons or damage to property, for purposes of self-defense, or to obtain possession of weapons or other dangerous objects, is not considered corporal punishment. Physical pain or disorders caused by athletic competitions or other recreational activities voluntarily engaged in is not corporal punishment.

GRADES, Education Code Section 49066

The grade given to each pupil by the teacher of the course, in the absence of clerical or mechanical error, bad faith, incompetency or fraud, shall be final. Neither the local governing board nor superintendent shall order a grade changed without the teacher who has assigned the grade first being given the opportunity to state orally or in writing the reasons for which the questioned grade was given.

PUBLIC RECORDS ACT, Government Code Section 6250 et seq.

Public records include any writing containing information relating to the conduct of the public business prepared, owned, used, or retained by any state or local agency regardless of the physical form or characteristics. Public records are open to inspection at all times during the office hours of the state or local agency and every person has a right to inspect any public record unless, pursuant to specific statutory standards, it may be kept confidential. Agency regulations may be adopted stating procedures to be followed when making records available.

GOVERNING BOARDS (Conflict of Interest), Government Code Section 1090

Members of county and district governing boards shall not be financially benefitted by any contract made by them in their official capacity.

OPEN MEETINGS (Brown Act), Government Code Section 54950 et seq. and Education Code Section 35145

Public agencies generally are required by law to conduct their business in an open forum. However, the Legislature recognizes the need for these agencies to meet on occasion in private forum. For example, certain matters concerning personal privacy of public employees or litigation strategy are more appropriately discussed in closed rather than open session.

Agencies are required to provide agendas at least 72 hours prior to each regular meeting; the agenda must contain a brief description of each item to be considered. Local bodies are required to take steps to insure public participation in meetings. Minutes shall be taken and are public records. Boards shall adopt regulations governing procedures to be followed to insure that members of the public may place

items on the agenda for consideration, and to permit the public to address the board regarding items on the agenda as such items are deliberated. These regulations shall not preclude the board's addressing matters not on the agenda which a member of the public wishes to bring before the board, provided that no action may be taken on such matters at the same meeting at which the testimony is taken.

LOCAL CONTROL CONCEPT, Education Code Sections 14000, 35160

The system of public school support should be designed to strengthen and encourage local responsibility for control of public education.

The governing board of any school district may initiate and carry on any program, activity, or policy not in conflict or inconsistent with, or preempted by any law, and which is not in conflict with the purposes for which school districts are established, in the administration of the activities of all schools within their jurisdiction.

NOTICE TO PARENTS OF RIGHTS AND RESPONSIBILITIES, Education Code Section 48980 et seq.

At the beginning of the regular school term, the governing board of each school district shall notify the parent or guardian of minor pupils regarding the rights and responsibilities of the parents/guardians. The notice may be sent by regular mail or any other method normally used to communicate with the parents/guardians in writing. The notice may include such issues as the availability of individualized instruction, fingerprinting programs, promotion and retention policies, directory information, etc. The notice shall be signed by the parent/guardian and returned to the school.

RESIDENCY, Education Code Section 48200 et seq.

A pupil shall attend classes at the schools located within the boundaries of the school district in which the pupil's parent or legal guardian resides unless otherwise exempted.

PROMOTION AND RETENTION, Education Code Sections 48070, 49067

The governing board of each school district and each county superintendent of schools shall adopt policies regarding pupil promotion and retention. A pupil shall be promoted or retained only as provided in the policies adopted.

Whenever it becomes evident to the teacher that a pupil is in danger of failing a course, the governing board policies shall prescribe that a written report be sent to the parent, or a parent/teacher conference scheduled. Failure of the parent to attend the conference or respond to the written report shall not preclude failing the pupil at the end of the grading period.

PUPIL RECORDS ACT, Education Code Section 49060 et seq.

Except for certain directory information such as a student's name, address, telephone number, and certain other information disclosable by the school district, pupil records are not disclosable without parental consent, except to certain specified governmental entities and school employees. Parents have an absolute right of access to their children's records and may formally challenge the contents. School districts and private schools are required to transfer a pupil's records to each other when the student changes schools. School districts must notify parents of their rights under the act.

HOME SCHOOL/INDEPENDENT STUDY/PRIVATE SCHOOL

Home School

Home schooling is not specifically addressed in California statutes. Private tutoring is a statutory exemption from the compulsory public school attendance law (Education Code Sections 48200 and 48224). The tutor (who may be any person including a parent/guardian) must have a valid California teaching credential for the grade level being taught and instruction must be in the branches of study required in the public schools. Tutoring must be provided for at least three hours per day and for at least 175 days per year.

Independent Study

The California Department of Education encourages parents to consider independent study through the local public school system as an alternative to classroom instruction. Although enrollment in the public school is required, independent study allows students to pursue educational opportunity outside the classroom within the framework of a written agreement that specifies minimum requirements and assures the general supervision of a credentialed instructional supervisor. Some school districts provide a home independent study option.

The Department has published an *Independent Study Operations Manual* (1993) to supply information about legal requirements and program guidelines. Contact the Bureau of Publications at 916/445-1260 to purchase a copy. For more information about independent study, contact Lynn Hartzler, Educational Options Unit, at 916/657-2912.

Private School

Another exemption from attendance in the public school system is to enroll students in a private school (Education Code Section 48222). The law does not set any minimum standards for private schools with regard to facility, number of students, or credential of persons teaching in such schools. Local school districts have the responsibility to ensure that all school-age children in the district either are in attendance at a public school or legally exempt.

The California Department of Education is *not* empowered to license, evaluate, recognize, approve, or endorse any private elementary or secondary school or course. The state of California does not accredit public or private schools. Some schools, however, have elected to be accredited by the Western Association of Schools and Colleges (WASC).

California private schools, serving kindergarten through grade 12, are required by state law to file an affidavit each year by October 15 with the California Department of Education. In the 1992-93 school year, 3,839 private elementary schools and high schools (with six or more students), enrolling 554,014 students, filed affidavits. This affidavit is not a license. The affidavit is necessary to effect the pupil's exemption from other schools and for the school to be eligible to receive the appropriate records from the pupil's last school of attendance.

In addition, private school owners/administrators are subject to local city and county ordinances (i.e., health, safety, zoning, business license, etc.) which may be applicable to the operation of private schools.

Education Code Section 48222 exempts children who are being instructed in a private, full-time day school and provides that private schools offer instruction in the several branches of study required in the state's public schools:

- course of study for grades one through six—English, mathematics, social sciences, science, fine arts, health, and physical education;

- course of study for grades seven through twelve—same as above plus foreign language, applied arts, vocational education, and driver education.

There is no requirement in the Education Code for a teacher in a private school to hold a state teaching credential. All persons employed by private schools (since July 1, 1985) who have contact with minor pupils must obtain a criminal record summary as a condition of employment; however, private schools are not prohibited from hiring a person with a criminal record (Education Code Section 44237). Persons possessing a valid California teaching credential are exempted from this requirement because the criminal record check is part of the credentialing process.

Private School Directory

The annual *California Private School Directory* lists all private schools with an enrollment of six or more. It also contains a summary of selected California laws that are applicable to private schools and a listing of private school organizations. This directory may be purchased by contacting the Department's Bureau of Publications at 916/445-1260.

For more specific information regarding private schools in your area, contact the local county office of education. Questions regarding legal issues may be directed to the Department's Legal Office at 916/657-2453.

Public School Enrollment as a Percent of Total Enrollment in California Schools for Selected Years

Year	Enrollment			Public enrollment as percent of total
	Total	Public school	Private school	
1992-93	5,749,791	5,195,777	554,014*	90.4
1991-92	5,651,962	5,107,145	544,817*	90.4
1990-91	5,481,963	4,950,474	531,489*	90.3
1989-90	5,294,920	4,771,978	522,942	90.1
1988-89	5,142,842	4,618,120	524,722	89.8
1987-88	5,016,959	4,488,398	528,561	89.5
1982-83	4,597,560	4,065,486	532,074	88.4

* Includes only private schools with six or more students.

prepared by: Educational Demographics Unit
Research, Evaluation and Technology Division
July 1993

HIGH SCHOOL DIPLOMAS AND CERTIFICATES

Students and adults in California can take advantage of one of three methods of earning a high school diploma or its equivalent by passing: 1) state and local graduation requirements (courses) and pupil proficiency tests designed and administered by local school districts; 2) the California High School Proficiency Examination (CHSPE); or 3) the General Educational Development (GED) test. These options are outlined below.

Course and Pupil Proficiency Requirements

Students must fulfill state and district course requirements and pass proficiency examinations at the high school level in order to receive a high school diploma. State mandatory graduation requirements are: three years each of English and social studies (including U.S. history and geography; world history, culture, and geography; one semester in American government and civics, and one semester in economics); two years each of math, science (including biological and physical science), and physical education; and one year of foreign language or visual and performing arts. District-designed and administered proficiency examinations are required once in grades four through six; once in grades seven through nine; and twice in grades ten and eleven. At a minimum, a proficiency examination must cover reading, writing, and computation skills.

California High School Proficiency Examination

The California High School Proficiency Examination (CHSPE) provides an opportunity for eligible persons to prove their proficiency in the basic skills and receive a certificate equal to a high school diploma. Proficiency is defined by the average performance of second semester 12th graders in California's public comprehensive high schools. The CHSPE is given at approximately 35 sites throughout the state in April and November. Registrants must pay a $40.00 fee. Enrollment in high school at the time the test is given is not a requirement, but persons wishing to take the test must be at least 16 years of age or have completed one year of 10th grade or be enrolled in the second semester of the 10th grade. There is no upper age limit to take the test. The State Board of Education awards each person who passes the CHSPE a Certificate of Proficiency which is equivalent by law to a high school diploma in California.

For more information concerning district proficiency assessment or the CHSPE, contact Nora Carolan, Research, Evaluation and Technology Division, at 916/657-3799.

General Educational Development Test

The General Education Development (GED) test is a national test which may be taken by persons who are 18 years of age or older or who meet specific criteria for testing at age 17. Testing fees vary at different testing centers, but all persons who take the GED tests pay a one-time state fee of $8. Examinees who pass the test receive a High School Equivalency Certificate and an Official Report of Test Results.

In 1992, 56,511 people took the GED test in California. Of this number, 44,795 examinees completed the entire test battery, 595 retested from previous years, and 11,121 completed part of the test battery. There were 37,289 people, or 82.2 percent of those who completed the battery, who achieved passing scores on the test. Of the 56,511 people who tested, 6.5 percent were age 17 and 14.7 percent were age 18. The average age of persons taking the test in California was 25 years. The average highest grade completed by those testing in California was 10.1.

For information about the GED test, contact the State GED Office at 916/657-3346.

SPECIAL EDUCATION

Approximately 540,000 individuals with disabilities (about 10 percent of the total statewide school enrollment) between the ages of newborn and 22 years receive special education in California. Special education is defined in federal regulation as "specially-designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability..." California provides specially-designed instruction, or special education, through the provision of a continuum of placement options to meet the educational and service needs of individuals with disabilities in the least restrictive environment. Children and their families, students, and young adults may receive special education in a variety of settings that include day care centers, preschools, a regular classroom, a classroom that emphasizes specially-designed instruction, the community, and the work environment. Special education is specially-designed instruction--not a place where students are provided instruction.

The California Department of Education's Special Education Division provides leadership and assistance to ensure that a free, appropriate, and quality public education prepares individuals with disabilities for employment, citizenship, independent living, and personal, academic, and social growth.

The Department is currently engaged in an aggressive statewide education reform campaign which has the potential to produce strikingly better outcomes for all students. Working collaboratively within the Department and with other groups and agencies, the Special Education Division will be responsible for the development of policies, legislation, training, and implementation of this reform movement through its Strategic Plan.

Strategic Plan for Special Education

The California Strategic Plan for Special Education will examine ways to improve the performance of students with disabilities through program innovation and refinement. The plan calls for a partnership with regular education as well as parents, community members, institutions of higher education, and service providers. Goals and outcomes in 11 critical areas have been set:

- Early Intervention for Infants and Preschoolers
- Prevention
- Assessment
- Student Outcomes and Quality Indicators
- Service Delivery
- Education in the Least Restrictive Environment
- Regionalization for Students with Low Incidence
- Transition to Adult Life
- New and Effective Partnerships with Parents
- Sufficient Numbers of Qualified Special Education Personnel
- An Equitable, Responsive Funding Model

The Strategic Plan for Special Education will challenge the educational community to make significant and positive changes. In addition, it will provide a valuable tool to enhance statewide restructuring efforts.

For more information, contact the Special Education Division at 916/657-3567.

CHILD DEVELOPMENT PROGRAMS

Social and economic developments in California have compelled an ever-increasing number of parents to entrust the care of their children to persons outside the family for a significant portion of each workday. In response to this need, the California Department of Education, Child Development Division (CDD), has established resources throughout the state that offer a safe environment and a staff of competent, caring adults.

The publicly-funded child development system in California is the largest and most comprehensive in the nation. For fiscal year 1992-93, the CDD entered into over 1,650 contracts with agencies to provide direct services to over 121,000 children. Even though more than $504.6 million is currently expended on both federal and state programs, it is estimated that we are serving less than 10 percent of the children in California who are eligible for these services.

Subsidized child development services are provided by a variety of agencies, ranging from school districts and county offices of education to cities, local parks and recreation districts, county welfare agencies, churches, and private contractors. Forty-seven percent of all contracts are with public agencies and 53 percent are with private agencies. Even though more contracting agencies are private, approximately 65 percent of all children served are enrolled in programs operated by public agencies. The great majority of children served by these programs are six years of age or younger. Infants and toddlers (three years old and under) make up 8.6 percent, preschoolers (over three years, but not yet enrolled in kindergarten) are 50 percent and 40 percent are school age, including children in kindergarten. Only 16.4 percent of the children are over six years of age.

Family eligibility for federal and state subsidized child development programs is based primarily on two factors: income and need. There are over a dozen state program types, each designed to meet the differing needs of California families. In addition to income and need, individual programs may have other eligibility criteria, such as the age of the child for State Preschool, or migrant status of the family for the Migrant Program. The federal funds are divided into two categories. The first category provides subsidies, via certificates, to families maximizing parental choice of the provider of child care. The second category funds early childhood education, school-age child care programs, and quality improvement projects.

A child development program must be of good quality in order to be successful. Quality indicators include a trained and committed staff, age-appropriate developmental instruction, a safe and nurturing environment, proper staff/child ratios, health and nutrition components, parental support, and strong management and administration of the program. With these factors in place, it has been shown that a child's chance for school success is greatly increased. A one dollar investment in preschool education can ultimately return seven dollars to society in lower costs for special education, public assistance, and the criminal justice system. Through the use of the disciplinary body of child development knowledge, CDD state-subsidized programs are designed to strengthen and support families and to promote and enhance the development and learning opportunities of all participating children in California.

For more information, contact the Child Development Division at 916/322-6233.

CHILD DEVELOPMENT DIVISION
CONTRACTED AMOUNTS BY PROGRAM TYPE - FY 1992/93

PROGRAM NAME	NUMBER OF CONTRACTS	TOTAL $ CONTRACTED	% OF TOTAL CONTRACTED	APPROX CHILDREN SERVED	AVERAGE DAILY RATE
PRESCHOOL PROGRAMS:					[1]
STATE PRESCHOOL	290	$84,307,662	16.71%	38,733	12.77
CAREER INCENTIVE GRANT		$319,872	0.06%	NA	NA
GENERAL CHILD DEVELOPMENT PROGRAMS:					
GEN CC-SCHOOL DISTS	102	$151,951,119	30.11%	37,194	21.45
GEN CC-PRIVATE AGCY	202	$72,209,513	14.31%	14,348	20.61
FAMILY CHILD CARE	25	$6,650,218	1.32%	1,642	20.39
CAMPUS PROGRAMS:					
CAMPUS CHILD CARE	48	$7,163,209	1.42%	1,889	20.56
CAMPUS CHILD CARE TAX BAILOUT		$4,694,000	0.93%	NA	NA
SCHOOL AGE PARENTING	60	$7,853,604	1.56%	3,200 [2]	NA
STATE - MIGRANT	22	$8,057,050	1.60%	2,096	21.15
SEVERELY HANDICAPPED	6	$818,000	0.16%	151	25.05
ALTERNATIVE PAYMENT PROGRAMS:				[3]	[4]
ALTERNATIVE PAYMENT	67	$29,868,609	5.92%	[3]	[4]
COUNTY WELFARE DEPT.	26	$6,562,218	1.30%		
RESOURCE & REFERRAL PROGRAMS:					
RESOURCE AND REFERRAL	59	$8,407,256	1.67%	NA	NA
R&R (GAIN)		$233,744	0.05%	NA	NA
PROTECTIVE SERVICES	58	$1,188,000	0.24%	[3]	[4]
SCHOOL AGE COMM. CHILD CARE PROGRAMS:					[5]
LATCHKEY	122	$16,505,316	3.27%	12,885 [3]	[4]
LATCHKEY - AP	22	$1,508,589	0.30%		
EXCEPTIONAL NEEDS	10	$475,000	0.09%	74	19.54
FEDERAL BLOCK GRANT:				[3]	[4]
CHILD CARE SERVICES	151	$43,163,224	8.55%		
ECE/LATCHKEY	161	$13,394,927	2.65%	3,209	21.15
QUALITY	73	$1,935,000	0.38%	NA	NA
TITLE IV - AT RISK	164	$35,762,208	7.09%	[6]	[6]
PREGNANT MINORS [7]		**		6,000 [8]	NA
CALIF CHILD CARE INITIATIVE		$250,000	0.05%	NA	NA
SPECIAL PROGRAMS:					
LATCHKEY GRANTS (FEDERAL)		$829,205	0.16%	NA	NA
RESOURCE & REFERRAL (FEDERAL)		$552,803	0.11%	NA	NA
TOTAL CHILD CARE	1668	$504,660,346	100.00%	121,421 [9]	

1. Part-day program.
2. Approximate total comprises 980 infants, 2,200 students.
3. Unable to calculate.
4. Administrative decision not to establish set rates for AP programs.
5. Unable to calculate: programs paid hourly or daily.
6. Program not fully implemented.
7. Funding included in general revenue sharing; other information is not applicable.
8. Estimated based on funding intent.
9. Contracts are based on units of service; therefore, children served represent full-time equivalents.

Average Class Size and Pupil-teacher Ratio In California Public Schools, 1985-86 Through 1992-93

Pupil-teacher Ratio*

	86-87	87-88	88-89	89-90	90-91	92-93
Elementary Schools	24.3	24.2	24.4	24.2	24.2	25.1
Secondary Schools	23.5	23.4	23.5	23.1	23.4	24.6

*Computed by dividing the enrollment by the full-time equivalent teachers.

Average Class Size*

	86-87	87-88	88-89	89-90♦	90-91♦	92-93♦
Elementary Schools	26.8	26.9	27.3	28.0	28.3	29.4
Secondary Schools	27.9	27.6	27.7	28.5	28.8	29.8

*Computed by dividing the number of students in classes by the number of classes. Special education and vocational education classes were excluded.
♦Includes courses with enrollment from 1 to 50 students.

Average Class Size* In Selected Secondary Courses

	86-87	87-88	88-89	89-90♦	90-91♦	92-93♦
English	26.9	26.6	26.9	26.9	27.2	27.6
Mathematics	28.8	28.4	28.6	28.9	29.1	30.3
Science	28.7	28.1	28.1	28.2	28.4	29.8
Social Science	29.4	29.1	29.1	29.1	29.3	30.4

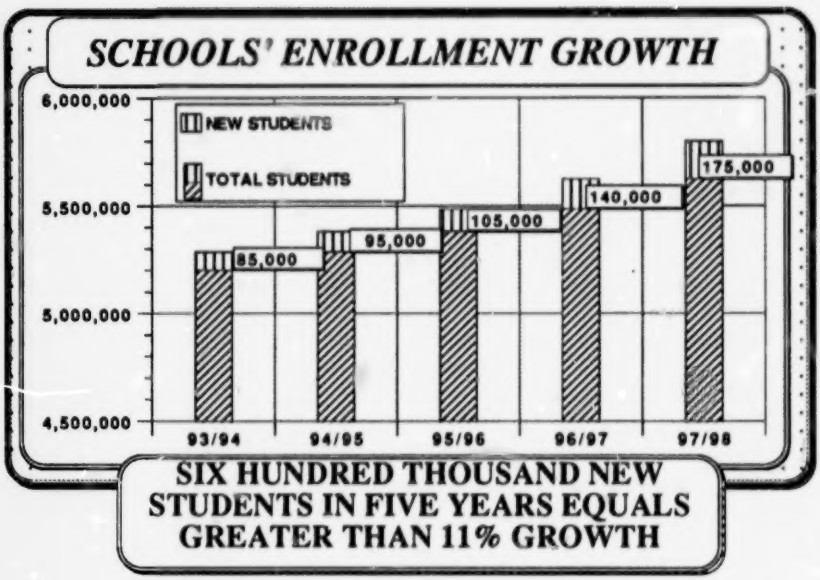
*Computed by dividing the number of students in classes by the number of classes.
♦Includes courses with enrollment from 1 to 50 students.

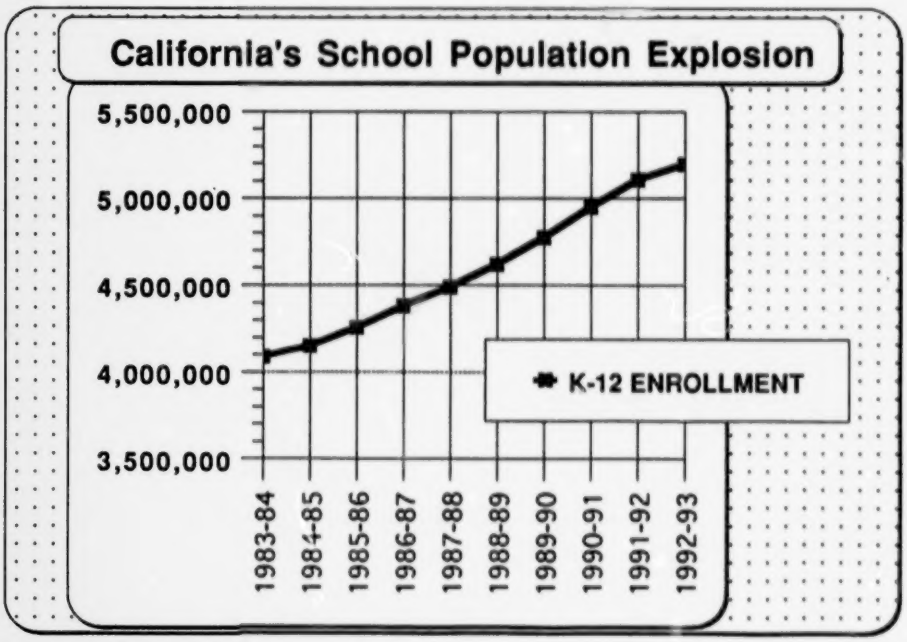
prepared by: Educational Demographics Unit
Research, Evaluation and Technology Division
July 1993

Enrollment in California Public Schools
1990-91 Through 1992-93

Grade level	Enrollment			Percent increase (or decrease)	
	1992-93	1991-92	1990-91	Between 1991-92 and 1992-93	Between 1990-91 and 1991-92
K	431,763	428,392	423,740	0.8	1.1
1	443,955	444,101	432,694	(0.0)	2.6
2	436,488	427,612	419,469	2.1	1.9
3	424,951	420,018	409,839	1.2	2.5
4	418,418	412,613	399,293	1.4	3.3
5	410,701	401,538	384,483	2.3	4.4
6	399,776	386,807	363,538	3.4	6.4
7	388,439	370,964	359,008	4.7	3.3
8	363,296	355,168	347,479	2.3	2.2
Other elementary	67,064	64,306	64,839	4.3	(0.8)
Subtotal, elementary	3,784,361	3,711,519	3,604,382	2.0	3.0
9	396,482	398,734	381,573	(0.6)	4.5
10	375,327	370,635	361,594	1.3	2.5
11	329,527	324,395	315,322	1.6	2.9
12	270,675	260,693	244,142	3.8	6.8
Other secondary	38,905	41,169	43,461	(5.5)	(5.3)
Subtotal, secondary	1,410,916	1,395,626	1,346,092	1.1	3.7
State totals	5,195,777	5,107,145	4,950,474	1.7	3.2

prepared by: Educational Demographics Unit
Research, Evaluation and Technology Division
July 1993





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SCHOOL FACILITIES

California's school population continues to grow. Kindergarten through grade 12 and ungraded public school enrollment was more than 5,200,000 by the end of the 1992-93 school year. It is expected to reach 6 million students during the 1998-99 school year.

Nineteen new classrooms (almost an average elementary school) need to be built in California each day, including weekends and holidays, for the next six years just to accommodate the increased enrollment. At the end of that time, classrooms would be just as crowded as they are now. California currently has the most crowded schools in the country.

Funding for school facilities is a state and local partnership, with the local portion coming primarily from developer fees, local bonds, and special taxes approved by the voters. However, most funding for school facilities comes from statewide general obligation bonds.

A $1.9 billion school construction bond measure (Proposition 152) was approved by the voters on the June 1992 ballot and another $900 million school construction bond measure (Proposition 155) was approved by the voters on the November 1992 ballot. Those funds have been apportioned to local school district projects. As of August 1993, applications submitted by school districts for state funding of land, new school buildings, and funding to reconstruct or modernize school buildings totaled approximately $6.0 billion.

Efforts are being made to redesign the state school building aid financing structure to help school districts raise local funds for school facilities. A major thrust in this direction is the concept of lowering the local voter requirement for general obligation bonds to 50 percent. This concept is contained in Assembly Constitutional Amendment 6 (Proposition 170), which is scheduled to go before the voters at a special election on November 2, 1993. It is predicted that reducing the current two-thirds local vote requirement would enable school districts to generate more funds at the local level and reduce the demand for state construction funds.

For more information, contact the School Facilities Planning Division at 916/322-2470.

YEAR-ROUND EDUCATION

By July 1993, 15 percent of our public school students (kindergarten through grade 12) will be attending over 830 schools operating multitrack year-round education schedules in 130 school districts. Furthermore, these numbers are expected to increase significantly as districts continue to seek relief from the 178,000 new students expected to enter the public school system each year for the next three years.

The effect in new school construction dollars saved as a result of multitrack year-round education operation is impressive. If 20 percent of the more than 800,000 multitrack year-round education students are housed in excess of capacity at their school sites, then over $1.6 billion in construction costs has been avoided by the state and local school districts.

On January 1, 1991, Assembly Bill 87 became law. The bill established priority status categories for state school building construction money. Under this bill, a district's eligibility for priority status is to be determined, in part, by its willingness to operate multitrack year-round programs. Assembly Bill 87 also established two kinds of grants: implementation grants, one-time only grants for school sites planning to implement multitrack year-round programs; and operation grants, ongoing grants to assist school districts operating multitrack year-round schools. If districts elect to participate in the operational grant program, their state school building area eligibility will be reduced proportionately.

Year-round education is an alternative way to construct the school calendar. Both traditional and year-round school calendars have about 180 days of instruction, but year-round calendars spread instructional and vacation periods throughout the year. For instance, the most typical instructional/vacation year-round pattern is called the 60/20 calendar--60 days of instruction followed by 20 days of vacation, repeated three times during the school year.

Year-round education can be single track or multitrack. A single track year-round calendar simply changes the instructional/vacation sequence of the school year: all the students and staff are in school or on vacation at the same time. But a multitrack year-round calendar does something quite different: it divides the entire student body and staff into different tracks (from three to five). If the school is using a four-track system, then at any one time three of the four tracks are attending school while the fourth is on vacation. When the fourth track of students returns from vacation, another track leaves. Thus the student population rotates in and out of school, one track replacing another on vacation.

Other possible advantages associated with multitrack year-round education include its potential to: make more efficient use of the facilities; improve academic achievement, especially for students with learning disadvantages; relieve teacher and student burnout; provide new opportunities for teacher training; and offer frequent remedial and enrichment programs during intersessions. However, as administrators try to achieve these potential benefits, they are faced with a number of challenges. For instance, coordinating family vacations, diversifying track options to avoid segregation and preserve elective programs, and maintaining full extracurricular and athletic programs require sophisticated and sensitive planning.

For more information, contact Thomas Payne or Leroy Small, School Facilities Planning Division, at 916/322-2470.

STATISTICAL SUMMARY OF YEAR-ROUND (YRE) PROGRAMS

(PROJECTIONS AS OF JUNE 1992)

Number of School Districts in California.....1,018
School Districts with Enrollments greater than 1,000.....555
Number of School Districts utilizing YRE Programs.....190

Number of Public Schools in California.....7,125
Number of Public Schools utilizing YRE Programs.....1,098

Number of Public Schools utilizing YRE Programs by Grade Level

elementary.....942
middle/junior.....115
high school.....13
other.....28

Number Single Track Schools.....268
Enrollment in Single Track Schools.....135,647

Number Multitrack Schools.....830
Enrollment in Multitrack Schools.....800,000

Percentage of Public School Students enrolled in YRE Programs

1989 - 8% 1990 - 13% 1991 - 23% 1992 - 25% *1993 - 18%

(*reflects conversion of Los Angeles Unified School District's single track schools to traditional calendars because of lack of air conditioning)

STATISTICAL INFORMATION ON KINDS OF YEAR-ROUND PROGRAMS

Number of Districts with Single Track Programs.....90
Number of Districts with Multitrack Programs.....130
(note: districts may use both plans)

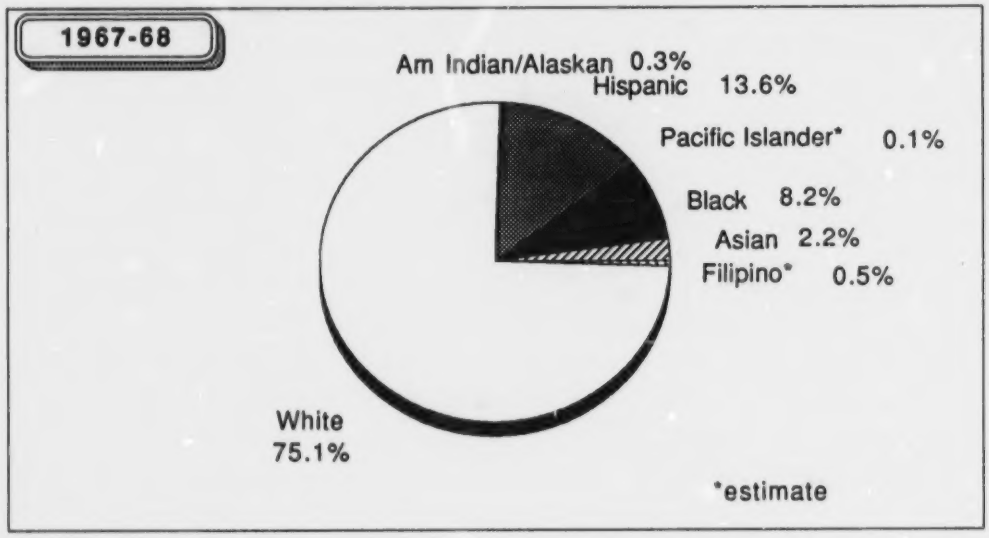
Number of Specific Calendar Plans by District

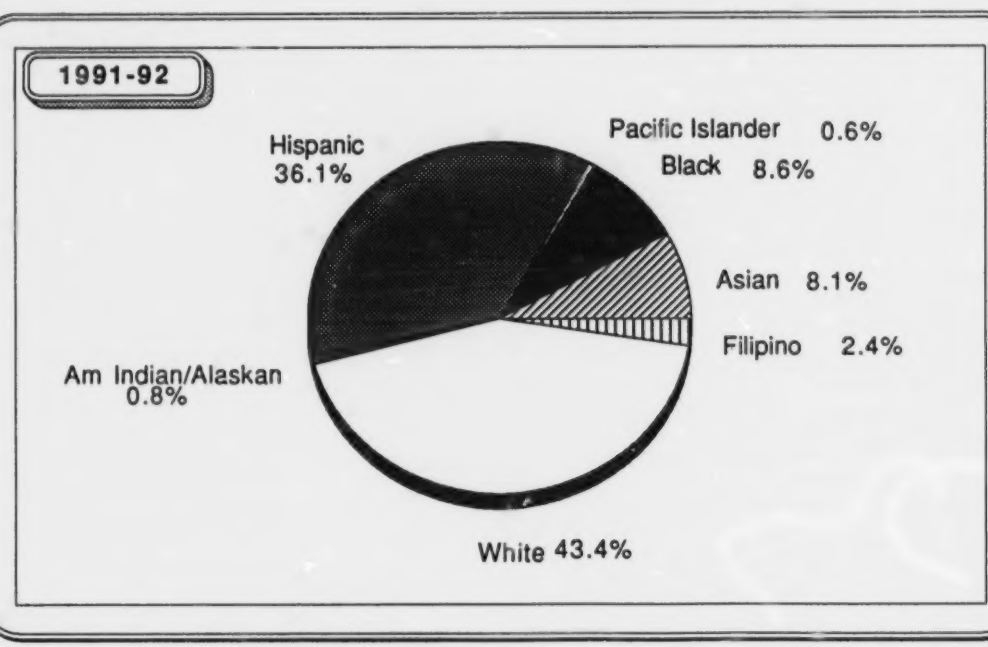
25-5.....3
45-15.....38
60-15.....10
60-15 (Orchard).....3
60-20.....115
90-30.....8
Concept 6.....4
Concept 6 (modified).....5
Flexible Year.....12

(note: districts may use more than one calendar plan; list includes basic plans only/variations not listed)

Number of Districts with Intersession Programs.....125

CA Schools' Changing Ethnic Makeup





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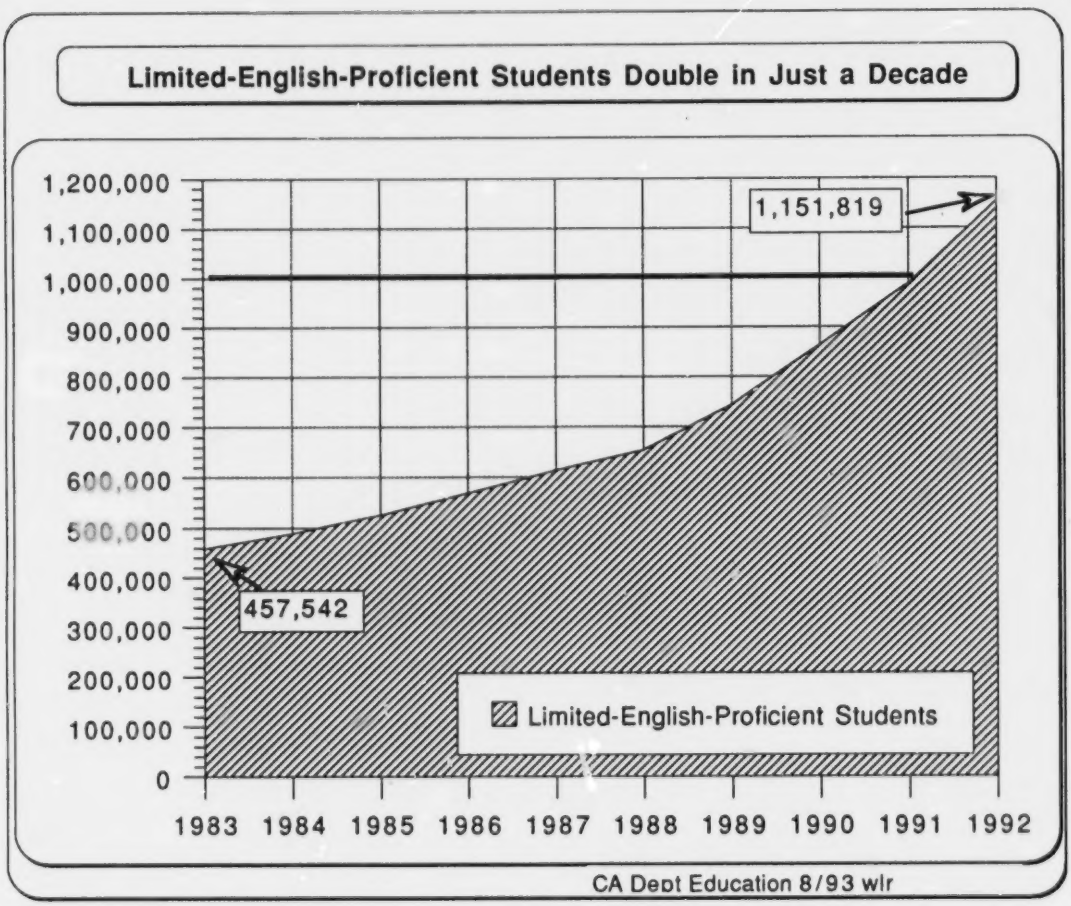

Limited-English-Proficient Students Double in Just a Decade
1,200,000
1,100,000
1,000,000
900,000
800,000
700,000
600,000
500,000
400,000
300,000
200,000
100,000
0
1,151,819
457,542
Limited-English-Proficient Students
1983 1984 1985 1986 1987 1988 1989 1990 1991 1992
CA Dept Education 8/93 wlr

LIMITED-ENGLISH-PROFICIENT STUDENTS

The results of the language census conducted by school districts during the spring of 1993 identified 1,151,819 limited-English-proficient (LEP) students in California public schools, up 6.3 percent from the 1,078,705 reported in 1992. This percentage is 3.1 points lower than the increase of 9.4 percent in 1992, 8.2 points lower than the increase of 14.5 percent in 1991, and 9.7 points lower than the 16 percent increase in 1990.

One in Five Students in California is LEP

LEP students now constitute 22.2 percent of the 5,195,777 students enrolled in public schools in California, kindergarten through grade 12. Language-minority students, made up of the 1,151,819 LEP students and the 626,491 fluent-English-proficient (FEP) students identified in 19[illegible], comprise 34.2 percent of all students in California.

Slightly more than 77 percent (887,789) of all identified LEP students speak Spanish as their primary language, a 1.5 percent increase over 1992. Other language groups also are demonstrating increases. The following are some of the language groups with the largest increases (the total percent increase during the last five years is in parentheses): Russian 5,586 (3,458 percent); Indonesian 875 (386 percent); Urdu 1,292 (370 percent); Armenian 15,156 (294 percent); and Mien 4,691 (142 percent).

The top ten language groups according to number of LEP students are: Spanish 887,789; Vietnamese 48,864; Hmong 26,220; Cantonese 22,775; Cambodian 21,040; Pilipino 20,758; Korean 16,497; Armenian 15,156; Lao 11,926; and Mandarin 9,127.

Department Responses to LEP Students

In its continuing efforts to respond to the changing demographics of California, and ensure that LEP students learn English and succeed in school, the California Department of Education has developed a comprehensive, multifaceted initiative to strengthen programs for LEP students.

The major parts of the LEP initiative are: 1) including LEP students in the accountability system, beginning with the development of a Spanish version of the fourth-grade assessment that is part of the California Learning Assessment System (CLAS); 2) increasing the number of qualified bilingual teachers in the state; 3) identifying curriculum and supplementary materials available in languages other than English; 4) improving professional development opportunities for Department staff members to increase their knowledge of LEP students and develop effective instructional strategies; 5) preparing students with instruction that develops full proficiency in English in an effective and efficient manner; and 6) providing access to the core curriculum through their native language or specialized instruction in English, based on the individual needs of each pupil.

The LEP Initiative includes the Department's efforts to work closely with educators at the school level to establish the best possible educational programs for LEP students. After the program is in place, accountability procedures are designed to ensure that the students are succeeding.

For more information, contact Elena Vasquez in the Bilingual Education Office at 916/657-2435.

Trends in Number of Limited-English-Proficient Students in California Public Schools, by Language, 1988 Through 1992

Language	Number of limited-English-proficient students					Percent increase (or decrease) between 1988 and 1992
	1992	1991	1990	1989	1988	
Spanish	828,036	755,359	655,097	553,498	475,001	74.3
Vietnamese	45,155	40,477	34,934	32,454	32,055	40.9
Hmong	23,522	21,060	18,091	15,506	13,311	76.7
Cantonese	22,262	21,498	21,154	20,780	20,291	9.7
Cambodian	20,752	20,055	19,234	18,111	17,274	20.1
Pilipino	19,345	18,146	16,338	15,735	14,945	29.4
Korean	16,078	14,932	13,389	12,193	11,632	38.2
Armenian	13,754	11,399	9,046	6,727	3,851	257.2
Lao	12,332	12,430	12,177	12,016	11,452	7.7
Mandarin	8,999	8,386	7,201	6,809	6,907	30.3
Farsi	6,034	5,843	4,875	4,652	4,564	32.2
Japanese	5,734	5,810	5,505	4,947	4,541	26.3
Other Chinese	5,410	4,808	3,293	3,147	3,215	68.3
Arabic	4,622	4,414	2,771	2,539	2,210	109.1
Russian	4,410	3,236	1,510	400	157	2708.9
Mien	4,255	3,577	2,834	2,493	1,936	119.8
Punjabi	3,291	2,764	2,093	1,584	1,383	138.0
Portuguese	2,924	2,871	2,830	2,734	2,663	9.8
Hindi	2,738	2,571	1,754	1,688	1,511	81.2
Samoan	1,790	1,815	1,490	1,569	1,665	7.5
Rumanian	1,584	1,253	820	721	785	101.8
Thai	1,549	1,495	852	813	828	87.1
Ilocano	1,447	1,268	1,041	948	807	79.3
Tongan	1,244	1,149	956	905	794	56.7
Urdu	1,190	948	396	313	275	332.7
Hebrew	1,098	1,166	904	710	692	58.7
Other Filipino	1,097	1,156	584	755	770	42.5
Gujarati	1,011	830	501	439	381	165.4
Indonesian	884	714	295	199	180	391.1
Taiwanese*	819	881	560	0	0	n/a
Assyrian	632	556	415	332	248	154.8
German	566	532	307	297	272	108.1
French	523	562	265	290	294	77.9
Polish	478	482	247	185	168	184.5
Pashto	431	388	375	292	254	69.7
Lahu*	344	201	0	0	0	n/a
Khmu*	326	0	0	0	0	n/a
Burmese	323	277	79	82	96	236.5
Italian	321	315	153	163	203	58.1
Visayan	247	176	148	61	68	263.2
Greek	246	235	103	118	155	58.7
Hungarian	226	252	99	76	72	213.9
Mixteco*	158	0	0	0	0	n/a
Native American	146	51	61	47	31	371.0
Croatian	103	62	30	28	24	329.2
Guamanian	87	91	48	52	62	40.3
Dutch	77	88	58	51	46	67.4
Turkish	71	81	27	27	29	144.8
Marshallese*	65	40	0	0	0	n/a
Serbian	47	49	13	15	10	370.0
All other languages	9,922	9,713	16,578	15,058	14,331	(-30.8)
State totals	1,078,705	986,462	861,531	742,559	652,439	65.3

*Languages not collected separately in prior years.

Educational Demographics Unit
Research, Evaluation and Technology Division
July 1993

CLASS SIZE PENALTIES AND WAIVERS

Education Code Sections 41376 and 41378 prescribe maximum class size and penalties for districts with any classes which exceed the following limitations:

- Kindergarten: Average class size not to exceed 31; no class larger than 33.
- Grades 1 through 3: Average class size not to exceed 30; no class larger than 32.
- Grades 4 through 8: Current fiscal year average number of pupils per teacher not to exceed the greater of the statewide average number of pupils per teacher in 1964 (29.9) or the district's average number of pupils per teacher in 1964.

Background

The intent of these laws is to encourage the reduction of class size and the ratio of pupils to teachers. Although the general waiver authority permits the State Board of Education to waive the assessment of a class size penalty, it does not provide for a waiver of conditions that could lead to the penalty. For this reason, a penalty must be established *prior* to the State Board's consideration of a waiver.

Penalties

Class size penalties are determined from information reported on the California Department of Education's *Report of Regular Day Classes and Enrollment for Kindergarten and Elementary Grades* (form J-7). This form includes attendance information through the last full school month ending on or before April 15, and is due to the Department in late April. School districts that will incur a class size penalty should submit waiver requests to the Department by mid-April in order to enable processing of the waiver for action at the June State Board meeting.

Class size penalties that have not been waived by the State Board will be applied at the Second Principal Apportionment in June. Penalty computations result in the amount of average daily attendance that will be multiplied times the district's base revenue limit. The resulting dollar amount is reduced from the Second Principal Apportionment. If a waiver is subsequently approved by the State Board, the penalty will be adjusted in February at the time of the Second Principal Apportionment recalculation (annual).

Waiver Evaluation Guidelines

Requests for class size penalty waivers must include a description of the steps taken by the district to avoid incurring a penalty, including specific actions taken by the local school board or administration to eliminate the overcrowding—such as the addition of classrooms or portable facilities, the establishment and construction of new school complexes, and approved school board policies adopted to alleviate the overcrowding of the district's classrooms.

If a penalty has been determined from the J-7 report, and any one of the following conditions exist, a waiver may be granted:

- the district has only one class per grade per school site and only one class which exceeds 35;
- the district has less than three school sites and transportation or relocation of the students is considered to be detrimental to the emotional or physical health of the students and no class size exceeds 35;

- it is not feasible to transport children between schools because of the terrain and/or miles between the school sites (i.e., over 25 miles);
- the district is unable to establish new classrooms and transporting of students from their primary attendance area to other school sites would be detrimental to the students;
- the penalty would result in a greater than 20 percent decrease of the classroom supplies and materials budget, or the penalty would be greater than 50 percent of the district's reserve budget;
- other special circumstances portrayed by districts as compelling.

For further information on class size penalties or the J-7 form, please contact Lynn Piccoli of the Education Finance Division at 916/324-4532. Information regarding waivers may be obtained from Nina Johnson of the Education Finance Division at 916/327-4407.

ADMINISTRATOR-TEACHER RATIO

Education Code Sections 41401-41407 limit the ratio of administrators to teachers in public school districts and require the State Superintendent of Public Instruction to monitor the ratio. Furthermore, the Superintendent is required to impose a financial penalty on those districts that employ more administrators than allowed, unless the penalty is waived by action of the State Board of Education. The number of administrators allowed in any school district varies by type of district. The statutory maximum ratios are as follows:

Type of School District	Allowed Administrators per 100 Teachers
Unified	8 administrators
Elementary	9 administrators
High	7 administrators

The financial penalty for exceeding the allowed ratio is calculated by multiplying the average district administrative salary by the number of administrators in excess of the statutory limit, and multiplying this product by the percentage of district income provided by state aid.

In 1992-93, based on the latest reports submitted to the California Department of Education by school districts throughout the state, unified districts averaged 6.17 administrators for every 100 teachers, elementary districts 6.82, and high school districts 5.30. The data also revealed that of the 17,863 administrative positions allowed under the "ratio" law, only 13,735 were actually utilized by school districts. One district was found to have employed administrators in excess of the allowed ratio, and waiver action has been approved.

If additional information is required, contact Gerri Gaines, Education Finance Division, at 916/324-4530.

STATEWIDE 1991-92 AVERAGE SALARIES AND BUDGET PERCENTAGES

Education Code Section 41409 requires the State Superintendent of Public Instruction to annually furnish school districts with the following statewide averages:

1) beginning, midrange, and highest salary paid to teachers;

2) salary of school site principals;

3) salary of district superintendents;

4) percentage of budget allocated for the salaries of teachers, as defined in Section 1100 of the California School Accounting Manual; and

5) percentage of budget allocated for the salaries of administrative personnel, as defined in Sections 1200, 1300, 1700, 1800, and 2200 of the California School Accounting Manual.

The Education Code further requires that the school accountability report cards in districts with more than one school shall annually include a comparison between these statewide salary budget averages and corresponding salary and budget information generated by each school district.

Required Comparison Data

The 1991-92 statewide salary and budget percentage averages are presented on the following page. The three tables list the 1991-92 statewide average salary and budget information which must be shown with the district's corresponding 1991-92 salary and budget information. The statewide averages have been grouped by district size and type as specified in the Education Code. The 1991-92 annual revenue limit average daily attendance (ADA) was used to group districts by size; this ADA did not include regional occupational programs and adult education.

For more information relating to the data, contact LeRoy Munsch in the Office of Auxiliary School Business Services at 916/322-1471. Questions related to School Accountability Report Cards and related requirements in Education Code Section 41409.3 may be directed to Richard Fattig in the Research, Evaluation and Technology Division at 916/657-3796.

ELEMENTARY DISTRICTS REQUIRED STATEWIDE AVERAGE SALARIES & BUDGET PERCENTAGES

Data Category	Small Elementary < 1000 ADA	Medium Elementary 1000 to 4,999 ADA	Large Elementary > 5000 ADA
Beginning Teacher's Salary	$23,422	$24,469	$25,010
Midrange Teacher's Salary	$35,416	$39,188	$41,689
Highest Teacher's Salary	$41,634	$47,078	$50,384
School Site Principal's Salary	$53,196	$58,318	$63,776
District Superintendent's Salary	$64,649	$76,126	$89,122
Actual Percentage for Administrative Salaries	6.3%	6.3%	5.7%
Actual Percentage for Teacher Salaries	41.5%	44.1%	45.5%

HIGH SCHOOL DISTRICTS REQUIRED STATEWIDE AVERAGE SALARIES & BUDGET PERCENTAGES

Data Category	Small High School <1000 ADA	Medium High School 1,000 to 3,999 ADA	Large High School > 4,000 ADA
Beginning Teacher's Salary	$23,848	$24,465	$24,486
Midrange Teacher's Salary	$35,663	$39,387	$41,710
Highest Teacher's Salary	$43,187	$48,330	$49,999
School Site Principal's Salary	$56,940	$63,477	$71,120
District Superintendent's Salary	$69,002	$77,377	$93,104
Actual Percentage for Administrative Salaries	5.7%	5.6%	5.1%
Actual Percentage for Teacher Salaries	37.9%	41.0%	41.3%

UNIFIED SCHOOL DISTRICTS REQUIRED STATEWIDE AVERAGE SALARIES & BUDGET PERCENTAGES

Data Category	Unified < 1,500 ADA	Unified 1,500 to 4,999 ADA	Unified 5,000 to 9,999 ADA	Unified 10,000 to 19,999 ADA	Unified > 20,000 ADA
Beginning Teacher's Salary	$23,799	$24,105	$25,048	$25,183	$26,139
Midrange Teacher's Salary	$36,309	$37,630	$39,840	$40,375	$40,628
Highest Teacher's Salary	$43,207	$46,217	$48,686	$49,932	$51,103
School Site Principal's Salary	$52,803	$57,679	$61,768	$64,199	$65,164
District Superintendent's Salary	$66,284	$76,294	$88,093	$94,091	$107,492
Actual Percentage for Administrative Salaries	6.1%	6.0%	6.0%	5.5%	5.2%
Actual Percentage for Teacher Salaries	38.6%	42.8%	43.9%	44.2%	44.5%

DROPOUT RATE

California's high school dropout rate continues to decline. There has been a 33.6 percent decline in the number of students dropping out over the past six years. This means there are 28,428 more students still in school than would have been if the dropout rate remained the same as it was in 1986.

The statewide dropout rate has declined from 25 percent in 1986, the first year dropout data were collected, to 16.6 percent for the class of 1992. Last year's rate came down 8.8 percent, from 18.2 percent, maintaining the state's steady progress.

Major ethnic groups also continue to show declines in their dropout rates over the short and long term. The Asian rate dropped 43.6 percent, from 16.3 to 9.2; the Hispanic rate is down 29.9 percent, from 35.1 to 24.6; the African-American rate is down 26.1 percent, from 35.7 to 26.4; and the white rate is down 46.5 percent, from 20.2 to 10.8.

The California Department of Education's annual dropout report reflects data reported by all schools in districts and county offices of education, including continuation and alternative/ opportunity schools. The report calculates dropout rates for students in grades 10, 11, and 12 for a single year; these rates are then formulated into a three-year derived dropout rate.

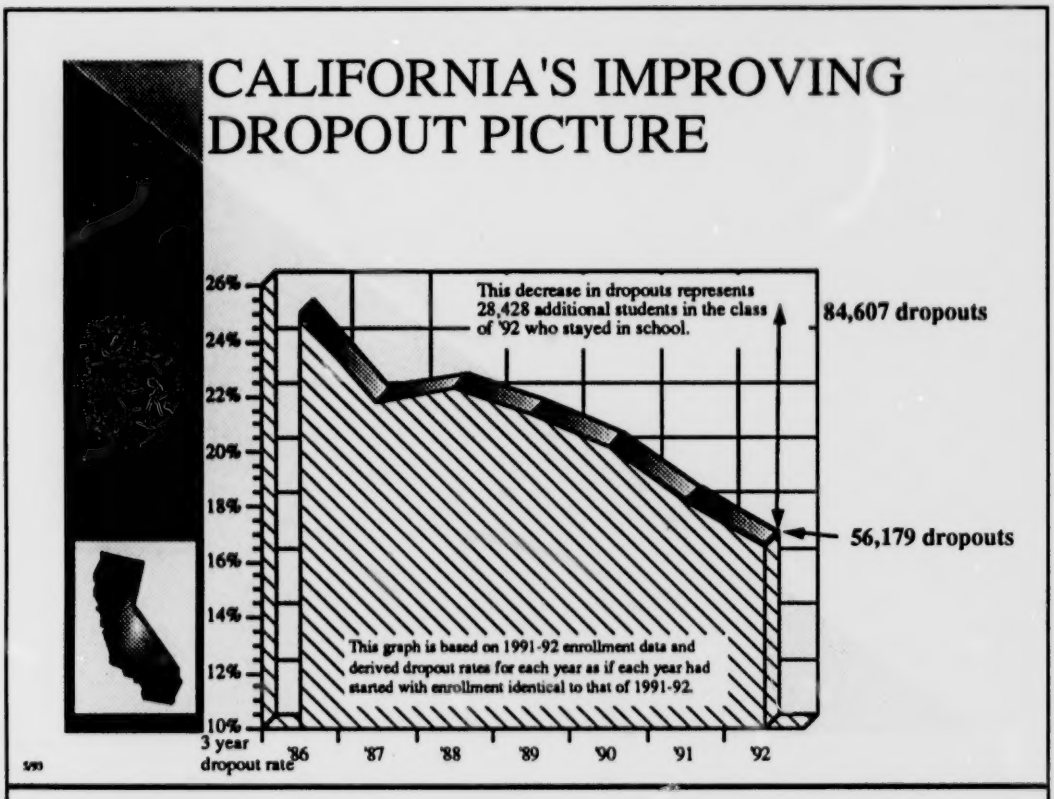
This is the first year schools were asked to report dropout data for grades 7, 8, and 9. Those data are available upon request from the Educational Demographics Unit.

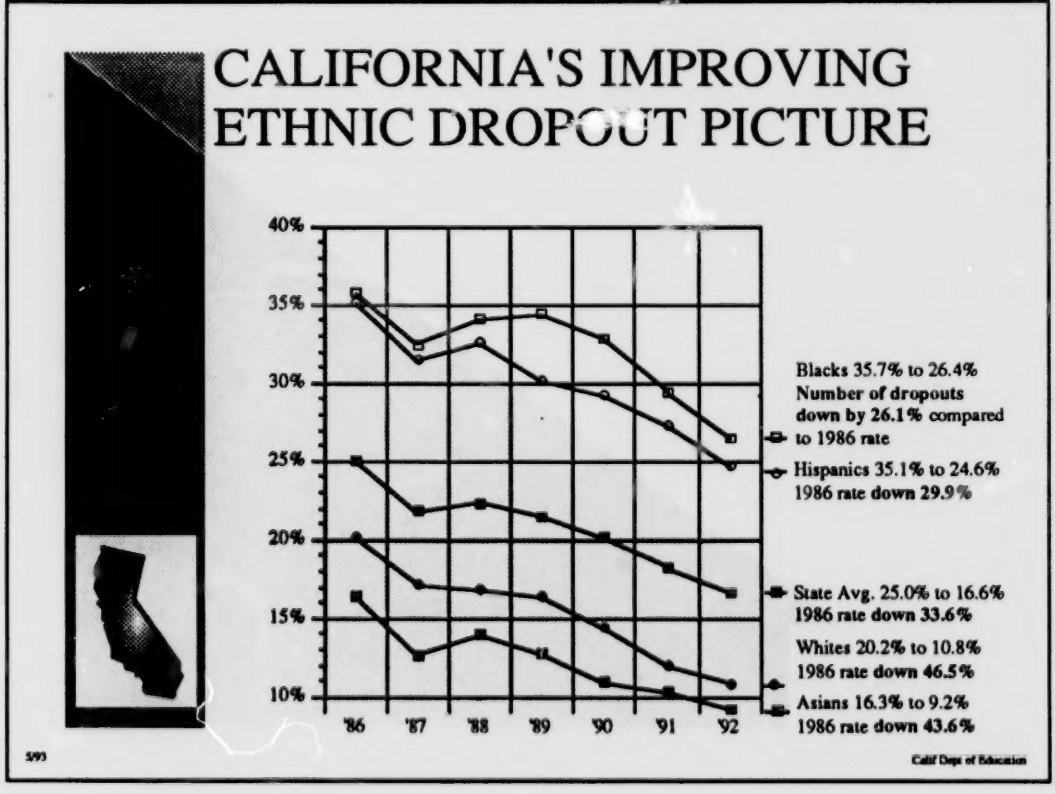
The single-year dropout rate for a grade is calculated by dividing the total number of dropouts over a one-year period reported from a particular grade by the fall enrollment of that grade. The single-year dropout rate for each grade is then used in the following formula to calculate the three-year derived dropout rate:

1.0 - (1.0 - grade 10 single-year rate)
x (1.0 - grade 11 single-year rate)
x (1.0 - grade 12 single-year rate)

For example, using these procedures, a school which has a 1991-92 single-year dropout rate of 5.9 percent for grade 10, 5.7 percent for grade 11, and 6.0 percent for grade 12 would have a three-year derived dropout rate of 16.6 percent. The three-year derived rate was adopted as the most appropriate dropout statistic because it minimizes the effects of transiency while providing a reliable estimate of the true dropout rate for a class.

For statistical information about dropouts, contact Richard Diaz in the Department's Educational Demographics Unit at 916/657-3934. For information about dropout prevention programs, contact Marco Orlando, School Interventions Unit, at 916/323-2212.


CALIFORNIA'S IMPROVING
DROPOUT PICTURE
26%
24%
22%
20%
18%
16%
14%
12%
10%
3 year
dropout rate
'86
'87
'88
'89
'90
'91
'92
This decrease in dropouts represents
28,428 additional students in the class
of '92 who stayed in school.
84,607 dropouts
56,179 dropouts
This graph is based on 1991-92 enrollment data and
derived dropout rates for each year as if each year had
started with enrollment identical to that of 1991-92.


CALIFORNIA'S IMPROVING
ETHNIC DROPOUT PICTURE
40%
35%
30%
25%
20%
15%
10%
'86
'87
'88
'89
'90
'91
'92
Blacks 35.7% to 26.4%
Number of dropouts
down by 26.1% compared
to 1986 rate
Hispanics 35.1% to 24.6%
1986 rate down 29.9%
State Avg. 25.0% to 16.6%
1986 rate down 33.6%
Whites 20.2% to 10.8%
1986 rate down 46.5%
Asians 16.3% to 9.2%
1986 rate down 43.6%
Calif Dept of Education

INSTRUCTIONAL MATERIALS ADOPTION PROCESS

The California Constitution requires the State Board of Education to adopt textbooks suitable for use in California's elementary schools, kindergarten through grade 8. There is no state-level adoption of instructional materials for grades 9-12. Instructional materials adopted by the State Board must meet the criteria and standards of quality prescribed by curriculum frameworks. A curriculum framework provides guidelines for what is taught in the classroom and is based on both research and practice.

Curriculum Commission

To assist the State Board with the development of curriculum frameworks and the evaluation and adoption of instructional materials, Education Code Section 33530 established the Curriculum Development and Supplemental Materials Commission as an advisory body. The Curriculum Commission is composed of 18 members: 13 appointed by the State Board of Education, a majority of which must be classroom teachers, kindergarten through grade 12; one each appointed by the Senate, Assembly, and Governor; one senator; and one assembly member. The Curriculum Commission nominates subcommittees of teachers and administrators, approved by the State Board, to assist in writing curriculum frameworks and in evaluating instructional materials.

The California Department of Education assists the Curriculum Commission in carrying out its responsibilities. Both the State Board and the Department encourage districts to follow a schedule for the review and evaluation of instructional materials in order to incorporate new research and ideas in an orderly fashion and not try to change the entire curriculum at one time. The State Board adopted a schedule for 1990 to 2000 for the development of curriculum frameworks in the major subject areas and for the evaluation and adoption of instructional materials for those subjects. Senate Bill 594 (Chapter 1181, 1989), which allows publishers to submit materials for adoption every two years, began in 1993 with a follow-up adoption in the area of History-Social Science.

Instructional Materials Evaluation and Adoption Process

The Department, on behalf of the State Board, invites publishers to submit copies of instructional materials to be considered for adoption. Publishers' materials are displayed at Instructional Materials Display Centers throughout the state. These centers are also responsible for providing information about the state adoption process and for posting the Curriculum Commission's recommendations and the State Board's final decisions on the state-adopted materials.

The process for evaluating instructional materials consists of two primary parts: a legal compliance review which insures that the submitted materials comply with requirements in the Education Code and State Board policy; and an educational content review for complying with the criteria prescribed by the curriculum frameworks. The legal compliance review is carried out by the Department on behalf of the State Board. Members of the public are involved in this review. The educational content review is carried out by the Curriculum Commission, with assistance from the Department. Educators throughout the state assist with this review. The reviewers are called Instructional Materials Evaluation Panel (IMEP) members.
The Curriculum Commission holds two public comment sessions on the materials submitted for adoption. In making recommendations to the State Board, the Commission considers public input (including verbal comments at meetings and letters received), the written report submitted by the IMEPs, and its own review of the materials. The Commission sends its recommendations in the form of a report to the State Board for approval. The report includes a description of the criteria for adoption, any important issues concerning the adoption, and a brief review of materials submitted, giving a rationale for both adopted materials and nonadopted materials.

After receiving the Curriculum Commission's recommendations, the State Board holds a public hearing and, with written and oral comments from the public and its own review of the materials, makes a final decision on which materials to adopt.

Instructional Materials Fund

Each year the state appropriates the Instructional Materials Fund (IMF) which is allocated to districts for the purchase of elementary school and high school instructional materials. The Education Code directs the State Board to establish the IMF expenditure policy for kindergarten through grade 8 only. Currently, the IMF for these grade levels may be spent as follows:

70 percent must be spent on:

- state-adopted instructional materials.

25 percent may be spent on:

- nonadopted instructional materials which have passed legal compliance review at the state level;
- instructional materials that are exempt from a legal compliance review, such as trade books, maps and globes, reference materials (including dictionaries), math manipulatives, and hand-held calculators;
- instructional materials that are designed for use by pupils and their teachers as a learning resource, are integral to a program, as defined in Education Code Section 60011, but do not contain print or pictures and, therefore, do not need a legal compliance review.

5 percent may be spent on:

- any instructional material which has passed a state or local level legal compliance review;
- instructional television and distance learning;
- tests (Education Code Section 60224);
- in-service training (Education Code Section 60225).

School districts may petition the State Board for approval to spend more than 30 percent of their IMF on nonadopted instructional materials which have passed legal compliance review at the state level, or materials which do not require a legal compliance review, and which better meet the curricular goals of the district and are deemed to be more desirable for their student population. Additionally, school districts may spend their own general fund monies on textbooks and instructional materials. During fiscal year 1991-92, school districts in California spent approximately $550 million for textbooks and instructional resources. This represents $107 million from the IMF and $443 million from other district sources.

For more information regarding the instructional resources adoption process, contact Glen Thomas, Office of Curriculum Framework and Instructional Resources, at 916/445-2731.

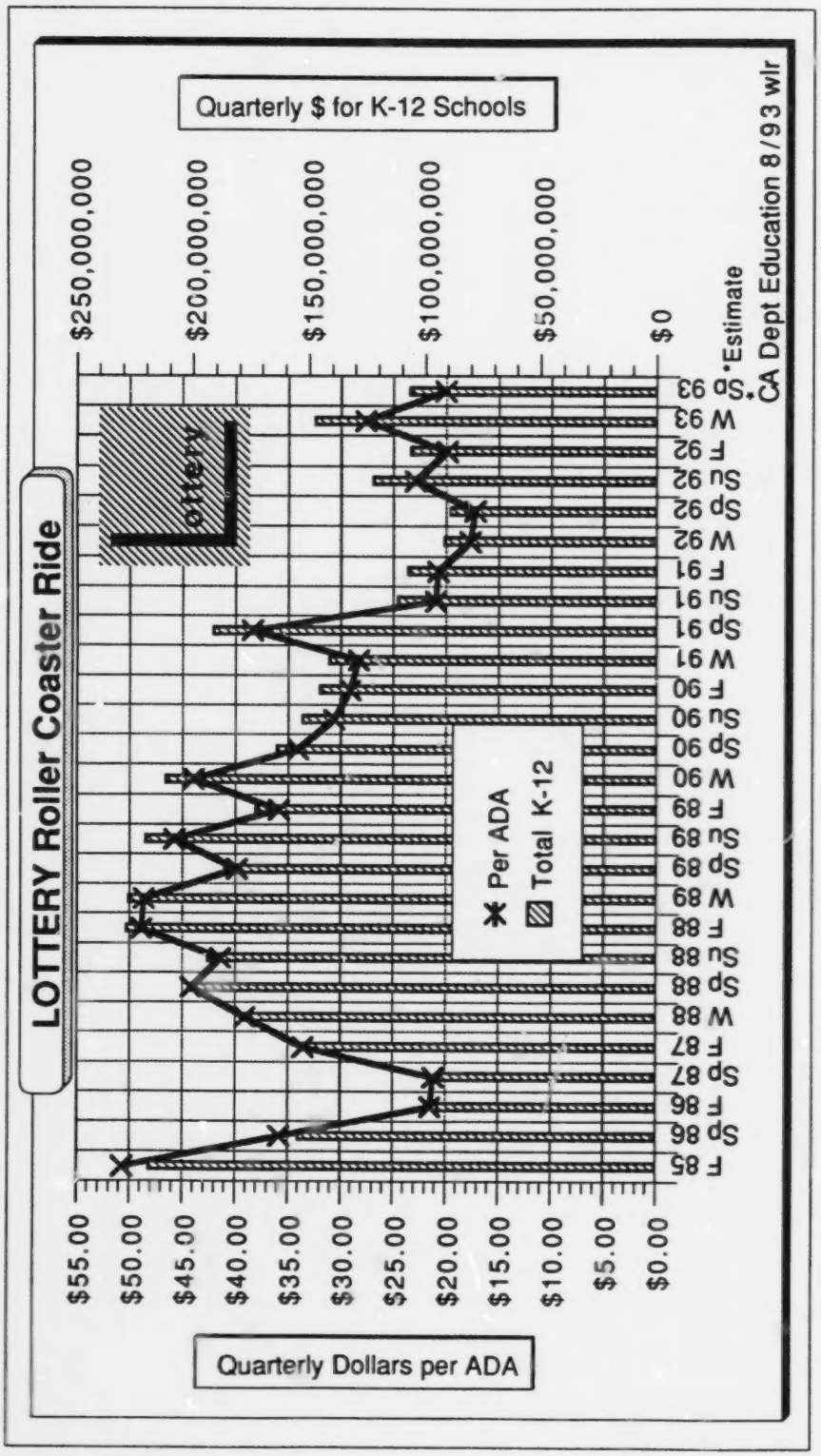
Schedule for Curriculum Framework Development and Adoption of Instructional Materials

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
English-Language Arts/ ESL				F	a		A		a		a
Visual and Performing Arts					F	a		A		a	
History-Social Science	A			a[1]		F a		a	A		a
Foreign Language		A				a	F	a		A	
Science			A		a		a	F	a		A
Health			F[2]			A		a		F a	
Mathematics		F			A		a		F a		a

A Primary Adoption
a Follow-up Adoption Opportunity
F Year of Framework Completion

[1] "Pilot" for SB 594 implementation.
[2] In 1992, a Physical Education Framework will also be developed and published.

Updated by the State Board of Education on April 10, 1992
Curriculum Framework and Instructional Resources Office
California Department of Education


LOTTERY Roller Coaster Ride
Quarterly $ for K-12 Schools
Quarterly Dollars per ADA
Lottery
Per ADA
Total K-12
$250,000,000
$200,000,000
$150,000,000
$100,000,000
$50,000,000
$0
$55.00
$50.00
$45.00
$40.00
$35.00
$30.00
$25.00
$20.00
$15.00
$10.00
$5.00
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F 85
Sp 86
F 86
Sp 87
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*Estimate
CA Dept Education 8/93 wlr

CALIFORNIA STATE LOTTERY

Since the California State Lottery began in October 1985, 50 percent of the sales revenue from the Lottery has been distributed as prizes. Less than the legal maximum of 16 percent has been used to administer the games. Public education from kindergarten through graduate school has received more than the required minimum 34 percent. The law authorizing the Lottery requires school districts to use Lottery funds "exclusively for the education of pupils and students and no funds shall be spent for acquisition of real property, construction of facilities, financing of research, or any other noninstructional purpose."

The Budget Act requires the California Department of Education to survey a representative sample of school districts to determine how Lottery funds are used. The Department prepares a report for the Governor and the Legislature each year summarizing the results of this survey.

Although the public still perceives the Lottery as making a significant difference in the funds available for education, such is not the case. The Lottery provides approximately two percent of the total kindergarten through grade 12 (K-12) public school budget. While the Lottery revenue is appreciated, it is a minor source that cannot be expected to provide major improvements in K-12 education.

In the 1991-92 fiscal year, the amount apportioned to schools was $76.55 per average daily attendance (ADA). This is the lowest amount per ADA ever generated from Lottery sales. However, Lottery sales have since shown an increase and are expected to generate an estimated $90 per ADA in 1992-93. The chart on the following page shows the amount of revenue generated by each year's Lottery sales.

For further information on the Lottery, contact David Gray, School Business Services Division, at 916/327-1085.

LOTTERY REVENUE ALLOCATIONS

Total 1985-86 Fiscal Year Revenue	
Total K-12 Amount Apportioned (Adjusted)	$557,864,294.
Total Amount per ADA	125.67
Total 1986-87 Fiscal Year Revenue	
Total K-12 Amount Apportioned (Adjusted)	$410,929,501.
Total Amount per ADA	89.68
Total 1987-88 Fiscal Year Revenue	
Total K-12 Amount Apportioned (Adjusted)	$650,632,958.
Total Amount per ADA	138.78
Total 1988-89 Fiscal Year Revenue	
Total K-12 Amount Apportioned (Adjusted)	$850,350,052.
Total Amount per ADA	176.08
Total 1989-90 Fiscal Year Revenue	
Total K-12 Amount Apportioned (Adjusted)	$772,667,944.
Total Amount per ADA	154.47
Total 1990-91 Fiscal Year Revenue	
Total K-12 Amount Apportioned (Unadjusted*)	$645,693,335.
Total Amount per ADA	128.64
Total 1991-92 Fiscal Year Revenue	
Total K-12 Amount Apportioned (Unadjusted*)	$400,916,184.
Total Amount per ADA	76.55

FISCAL YEAR 1992-93	
July through September 1992	
K-12 Apportionments (Unadjusted*)	$122,520,859.
Amount per ADA (Unadjusted*)	22.88
October through December 1992	
K-12 Apportionments (Unadjusted*)	$106,347,592.
Amount per ADA (Unadjusted*)	19.86
January through March 1993	
K-12 Apportionments (Unadjusted*)	$147,666,683.
Amount per ADA (Unadjusted*)	27.58
April through June 1993	
K-12 Apportionments (Estimated)	$107,000,000.
Amount per ADA (Estimated)	20.00
Estimated Total 1992-93 Fiscal Year Revenue	
Estimated Total K-12 Amount Apportioned	$483,535,134.
Estimated Total Amount per ADA	90.32

*Unadjusted amounts are the amounts actually apportioned, regardless of the fiscal year to which they are attributed.

FINANCIAL REPORTING--INTERIM REPORTS

The Interim Report is a semiannual financial statement prescribed by the California Education Code for local educational agencies (LEAs), the collective term for school districts and county offices of education. Ordinarily, in periods of financial stability, the Interim Report is a perfunctory statement that affirms the solvency of the LEAs. However, in this time of fiscal distress, this report assumes particular importance, indicating financial problems while providing the opportunity for corrective action.

Essentially, the Interim Report asks a basic question: At the close of a reporting period, will an LEA be able to meet its "financial obligations" for the remainder of the fiscal year and, based on current forecasts, the subsequent fiscal year? To answer this question, an LEA must declare one of the following:

- **Positive Certification**, whereby the president of the governing board certifies that the LEA will be able to meet its financial obligations for the remainder of the current fiscal year and for the subsequent fiscal year;

- **Qualified Certification**, whereby the president of the governing board certifies that the LEA will not be able to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year if certain named events occur; or

- **Negative Certification**, whereby the president of the governing board certifies the LEA will likely be unable to meet its financial obligations for the remainder of the fiscal year or will be unable to meet its multiyear financial commitments.

In support of its declaration, an LEA must complete certain forms that will provide a financial summary of the reporting period. LEAs file their reports twice a year—December 15 for the period ending October 31 and March 15 for the period ending January 31.

Every district submits its report to the appropriate county office of education; and, if the certification is qualified or negative, the district simultaneously submits its report to the California Department of Education and the State Controller's Office. The county office in turn submits its own financial statement to the Department, reports of certifications filed by their districts, and reports of corrective actions proposed to assist districts certifying a qualified or negative report. The Department's School Business Services Division (SBSD) issues the appropriate forms for the completion of the Interim Report, receives and reviews each county office's report, and tracks the status of each district's report. Throughout this process, the SBSD pays particular attention to those LEAs making qualified or negative certifications.

For further information on the interim reporting process, contact William Fong, Office of School Financial Reports, at 916/327-5289.

California's Largest and Smallest Public School Districts, 1992-93

Rank	County	District	Enrollment
1	Los Angeles	Los Angeles Unified	639,781
2	San Diego	San Diego City Unified	125,116
3	Fresno	Fresno Unified	75,822
4	Los Angeles	Long Beach Unified	75,414
5	San Francisco	San Francisco Unified	61,882
6	Alameda	Oakland Unified	51,234
7	Sacramento	Sacramento City Unified	50,513
8	Orange	Santa Ana Unified	48,029
9	Sacramento	San Juan Unified	47,896
10	San Bernardino	San Bernardino City Unified	43,580
11	Orange	Garden Grove Unified	41,162
12	San Joaquin	Stockton City Unified	33,925
13	Contra Costa	Mt. Diablo Unified	33,590
14	Riverside	Riverside Unified	33,135
15	Los Angeles	Montebello Unified	32,763
16	Riverside	Moreno Valley Unified	31,347
17	Contra Costa	Richmond Unified	31,289
18	Sacramento	Elk Grove Unified	30,520
19	Santa Clara	San Jose Unified	30,464
20	Orange	Capistrano Unified	30,042
21	Los Angeles	Pomona Unified	29,485
22	San Bernardino	Fontana Unified	29,392
23	San Diego	Sweetwater Union High	28,737
24	Los Angeles	Compton Unified	28,635
25	Alameda	Fremont Unified	28,478
	*	* * *	
980	Monterey	Lagunita Elementary	30
981	Santa Barbara	Casmalia Elementary	30
982	Siskiyou	Forks Of Salmon Elementary	30
983	Trinity	Trinity Center Elementary	30
984	Tulare	Citrus South Tule Elementary	30
985	Monterey	Bradley Union Elementary	29
986	San Diego	Spencer Valley Elementary	29
987	Tuolumne	Chinese Camp Elementary	27
988	Marin	Union Joint Elementary	25
989	Trinity	Coffee Creek Elementary	25
990	Fresno	Sierra Joint Union High	24
991	San Luis Obispo	Phillips Elementary	24
992	Siskiyou	Delphic Elementary	24
993	Humboldt	Green Point Elementary	23
994	Marin	Laguna Joint Elementary	23
995	Tehama	Flournoy Union Elementary	22
996	Siskiyou	Little Shasta Elementary	20
997	Siskiyou	Sawyers Bar Elementary	20
998	Marin	Lincoln Elementary	19
999	Sonoma	Reservation Elementary	19
1000	Placer	Emigrant Gap Elementary	18
1001	Humboldt	Maple Creek Elementary	16
1002	Siskiyou	Bogus Elementary	14
1003	Stanislaus	La Grange Elementary	14
1004	San Benito	Panoche Elementary	13
1005	Kern	Blake Elementary	12
1006	San Benito	Jefferson Elementary	11

prepared by: Educational Demographics Unit
Research, Evaluation and Technology Division
July 1993

The Average Costs of a California School - 1990/91

California's K-12 education system is large and complex. In 1990-91, schools employed 424,000 professional and support personnel and spent $23 billion from federal, state, and local revenue sources. This includes all expenditures for the day-to-day operation of the instructional program for 5-18 year old students, and excludes costs such as child care, adult education, and capital outlay. While these expenditures are reported, audited, and reviewed by a wide variety of state and federal oversight agencies and independent CPAs, they are rarely displayed in a way that allows the public to see how our schools actually spend the funds.

To help show how this money is spent, the attached chart* displays on a per school basis the 1990-91 public school expenditures and employees allocated among four major categories: CLASSROOM COSTS, SCHOOL SITE COSTS, DISTRICT/COUNTY COSTS, AND CALIFORNIA DEPARTMENT OF EDUCATION COSTS. Within each of these broad categories, costs and people are further identified by function, such as classroom teachers, instructional aides, books and supplies.

The analysis shows these costs and staff in terms of a "hypothetical" school. In 1990-91, there were 7,485 elementary schools, middle schools, high schools, and schools for students with special needs in the K-12 school system. Obviously, estimating the average costs of a school masks the wide variation in size and services required of the public school system. Most likely no single school mirrors the hypothetical one derived in this analysis. However, it is useful to talk about this school because it presents a composite view of the people and costs for the whole school system in terms that can be easily understood.

California's hypothetical school has 661 students in 27 classrooms. The 1990-91 costs of K-12 education, expressed on a per school basis, were about $3 million. Of this amount, 84% paid for the salaries and benefits of 57 people - 32 teachers and other professionals, 23 support personnel and 2 administrators. The remaining 16% of the school's expenses were for students' books, instructional and office supplies, insurance, food, and transportation. These people and costs were divided among the four major categories:

- CLASSROOM COSTS totaled $1,935,000 (64%). Almost all of these expenditures were used to pay salaries of the 38 people who worked directly with students on a daily basis.
- SCHOOL SITE COSTS totaled $910,000 (29.7%) and reflect many other costs that were essential to the daily operations of schools, including building operations and maintenance, food services, transportation, and school site leadership. In addition to these costs, the costs of instructional support staff assigned to a school district or school site are shown at the school site level. Examples include non-administrative staff, such as curriculum specialists and curriculum supervisors who directly affected the classroom by helping teachers improve instruction and curriculum. Taken together, CLASSROOM COSTS and SCHOOL SITE COSTS accounted for $2,845,000 (93.7%) of the total costs of the hypothetical school.
- DISTRICT/COUNTY COSTS reflect the administrative services provided to schools by district and county offices. Each district served an average of seven schools. When prorated to one school, these services amounted to $178,000 (5.9%) per school.
- CALIFORNIA DEPARTMENT OF EDUCATION COSTS totaled $12,000 (.4%) per school. Services provided by the Department included promoting effective management and administration of district and county offices.

In addition to the $23 billion that is represented in the preceding analysis, over $2 billion was spent for reconstruction, modernization, and new construction of school buildings (one-third of California's school buildings are over 30 years old). These costs were not part of the daily operating expenses of schools and were not included for purposes of this analysis.

The attached chart displays the details behind each of the four cost categories. The value of this information is twofold. First, it is a useful way to explain how K-12 education funds are spent. Second, it offers a starting point to discuss how resources should be allocated to best provide school services. Of course, this statewide analysis is not sufficiently detailed to use as the sole basis for making any decisions regarding the allocation of resources within individual schools. However, it does serve as a useful guide for local school districts to use in analyzing resource allocation.

* This analysis is based on 1990-91 enrollment, class, and teacher data from the California Basic Educational Data System (CBEDS), and the 1990-91 financial reports from school districts.

The Average Costs of a California School - 1990/91

The hypothetical California school had 661 students in 27 classrooms. The total operating budget was $3 million, of which 64% was spent on direct classroom expenditures; 29.7% was spent on other school site services; and 6.3% was spent for district, county, and state administration. The following table explains these costs:

Cost Category	Dollars (in thousands)	Percent of Total	Description
CLASSROOM COSTS	**$1,935**	**64%**	**37.7 people - 29 teachers, 7 instructional aides, and 1.7 pupil support professionals at a cost of $1,766,000; $169,000 for books, supplies, and equipment.**
•Teachers 26 regular teachers 3 special education teachers	1,538	51%	Based on CBEDS data, there were 216,000 TEACHERS who taught statewide. Of these, 193,000 taught in general education programs, and 23,000 in special education programs. The 216,000 teachers taught in an estimated 204,000 classrooms. The difference between the number of classrooms and the number of teachers is accounted for by teachers such as resource specialists, speech therapists, and itinerant teachers who often are not assigned to specific classrooms. The majority of the teachers in the general education programs consisted of regular classroom teachers. Teachers in compensatory education programs and specialist teachers in other areas, such as art and music, were also part of the general education programs. The special education teacher category was composed of teachers in full day classes for the severely handicapped; resource teachers providing special instructional services on an individual basis by pulling students out of the classroom; and other specialists, such as speech therapists. Schools spent an average of $49,100 per teacher. This amount consisted of $39,500 for salary and $9,600 for retirement and related health benefits. Also included as part of teacher costs were amounts paid for teaching responsibilities beyond the regular school day, such as coaching sports activities, supervising student clubs, and hiring substitutes when teachers were ill or in training.
•Instructional Aides 4 regular aides 3 special education aides	139	5%	Statewide about 54,000 INSTRUCTIONAL AIDES provided supplemental assistance to children with additional needs. Approximately 30,000 aides worked in the regular classroom and in compensatory education programs; and about 24,000 aides helped special education students. Our hypothetical school had 7 instructional aides. However, in the actual school system as a whole, more aides work in elementary schools than in high schools, because most compensatory education funding is for elementary schools.
•Pupil Support 1.7 counselors, psychologists, nurses	89	3%	Statewide approximately 13,000 people provided PUPIL SUPPORT services. They were school guidance counselors, psychologists, and school nurses.
•Books, Supplies, Equipment $2,500 per classroom for books and supplies $3,700 per classroom for instructional equipment and other costs	169	5%	Our hypothetical school spent $169,000 on BOOKS, SUPPLIES, AND EQUIPMENT. Books, paper, pencils, and other instructional materials cost $67,000 or about $101 per pupil. In addition, buying, leasing and repairing instructional equipment, such as projectors, laboratory equipment and computers, and other instructional expenses cost $102,000.

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The Average Costs of a California School - 1990/91 (continued)

Cost Category	Dollars (in thousands)	Percent of Total	Description
SCHOOL SITE COSTS	**$910**	**29.7%**	**16.4 people - 1.3 administrators, .8 instructional support professionals, 14.3 support personnel at a cost of $634,000; $276,000 for utilities, food, building materials, office equipment, and supplies.**
•Operations and Maintenance			
Buildings 6 custodians, painters, gardeners; utilities, maintenance and supplies	330	10.9%	The statewide costs of maintaining school BUILDINGS were almost $2.5 billion. Over $550 million was spent for gas, electricity, and water, or about $7,300 per month per school. Nearly 47,000 maintenance and operation staff maintained school buildings and property valued at over $60 billion. The average school spent $196,000 for salaries and benefits for maintenance and operations workers; utilities cost $73,000; building materials and other supplies were $61,000.
Food 2 cafeteria workers; food and supplies	115	3.8%	FOOD SERVICES in schools provided 2.6 million meals a day at an average cost of $1.90 per meal. Our hypothetical school spent $58,000 on salaries for cooks and cafeteria workers, and another $57,000 for food and cafeteria supplies.
Transportation 2 bus drivers, buses, fuel, supplies	103	3%	TRANSPORTATION PROGRAMS operated by school districts and county offices of education transported 1,039,000 students to and from school in 17,300 buses, travelling 235 million miles. This program cost approximately 11 cents per mile per student (34 cents for special education students and 9 cents for regular students). Salaries and benefits for the bus drivers, mechanics and clerks in our hypothetical school were about $55,000. Fuel, oil, parts and supplies cost $8,000. Insurance, and contracts for repair, maintenance and other transportation services accounted for $36,000. Bus and bus replacement cost another $4,000.
•Instructional Support .8 curriculum specialist, curriculum supervisor, librarian; 1.4 library aides, media technicians	140	5%	Over 16,000 people were involved in INSTRUCTIONAL SUPPORT activities. They included curriculum supervisors and specialists supervising instruction, developing and improving curriculum, and guiding teachers in the use of instructional materials; librarians and library aides; media technicians; and clerical staff assisting teachers. Our hypothetical school spent $112,000 on salaries and another $28,000 for instructional materials and supplies, consultant services and other in-service training. The salaries also included personnel costs which did not generate Full Time Equivalents (FTEs). These costs were for substitutes for teachers released from the classroom to develop and improve curriculum, and to train other teachers, for retirees to provide instructional support activities, and for extra pay to teachers performing activities that were not part of direct classroom instruction.
•School Site Leadership 1.3 school principals, vice principals 2.9 secretaries and clerical support	222	7%	There were approximately 10,000 principals and vice principals who provided SCHOOL SITE LEADERSHIP. They were responsible for their schools' instructional leadership and management. Nearly 22,000 secretaries and clerks assisted by keeping attendance, typing, and performing other office duties. Salaries and benefits for these people accounted for $213,000 at the average school; office equipment and supplies cost $9,000.

The Average Costs of a California School - 1990/91 (continued)

Cost Category	Dollars (in thousands)	Percent of Total	Description
DISTRICT/COUNTY COSTS	**$178**	**5.9%**	**2.8 people - .9 administrator, 1.6 secretaries and clerks, .3 county personnel at a cost of $127,000; $51,000 for supplies, office expenses, and other costs.**
•District Administration .9 district administrator 1.6 secretaries and clerical staff; supplies and equipment, other costs such as insurance, legal and auditing services	161	5.3%	Each DISTRICT served approximately 4,900 students in an average of 7 schools. There were 3,000 superintendents and assistant superintendents, 3,500 classified administrators, and about 12,000 clerks and secretaries who worked in the district offices. These people worked with the public and local school boards; provided leadership, policy direction, and legal, personnel, and financial services to their schools. The personnel cost in our hypothetical school was $114,000. Equipment and office supplies, personal service contracts, insurance, travel and other expenses cost another $47,000.
•County Oversight .3 county office level staff; equipment and office supplies	17	0.6%	Each COUNTY OFFICE provided support services to school districts such as coordinating instructional support activities, financial services, and credential services. Salaries and benefits for county oversight functions in our hypothetical school were $13,000. Office equipment, supplies, and other costs were $4,000.
CALIFORNIA DEPARTMENT OF EDUCATION	**$12**	**0.4%**	**.16 people - .05 instructional support and .11 administrator at a cost of $9,000; $3,000 for other expenses.**
0.16 state level administrator and instructional support staff per school; office supplies and equipment, personal service contracts, and travel			There were 1,200 people who worked for the CALIFORNIA DEPARTMENT OF EDUCATION; about 400 were professional educators. In addition to providing services in such areas as curriculum and test development and the allocation of state and federal funds, these people also promoted effective management and administration of district and county offices, at a cost of almost $88 million. Per school this amounted to $9,000 for salaries, and $3,000 for associated expenses.
TOTAL COSTS	**$3,035**	**100%**	**57 people - 32 teachers and other professionals, 23 support personnel, 2 administrators at a cost of $2,536,000; $499,000 for books, supplies, utilities, equipment, and other costs.**

We have produced the "Average Costs of a California School" three times, beginning with the 1985-86 fiscal year. From 1985-86 through 1990-91, the percentages for classroom costs, school site costs, and administrative costs have remained virtually unchanged.

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EDUCATION FUNDING FOR 1993-94

On June 30, 1993, a few hours before the start of the new fiscal year, Governor Wilson signed the Budget Act of 1993. At the same time, the Governor signed numerous "trailer bills" to complete the budget package that made several major revisions to the state's expenditure commitments and tax structure. Highlights of the budget package include:

- A shift of $2.6 billion of property tax revenues from cities, counties, and special districts to school districts and community colleges, thus reducing state aid to schools and community colleges by $2.6 billion. (SB 1135, Chapter 68, Statutes of 1993)

- Extension of the statewide half-cent sales tax for the first six months of 1993-94 for allocation to local government, with a possible extension of the tax by vote of the people in November. (SB 509, Chapter 73, Statutes of 1993; SCA 1, Chapter 418, Statutes of 1993)

- A two-year suspension of the renters' tax credit, in order to collect more revenue; and repeal of various state mandates on local government, in order to reduce the impact of the property tax shift. (SB 452, Chapter 60, Statutes of 1993; AB 760, Chapter 62, Statutes of 1993)

Overall state General Fund spending is expected to decline by 6.3 percent before adjustment for inflation. The state also plans to roll over a deficit of $2.75 billion, to be paid off over the next two fiscal years. Kindergarten through grade 12 (K-12) education is expected to receive almost the same level of per-pupil funding as in the 1992-93 fiscal year.

The Budget Act and the K-12 education trailer bill (SB 399, Chapter 66, Statutes of 1993) combine to fulfill the state's commitment to maintain state and property tax funding of $4,187 per pupil. In fact, reduced enrollment growth for 1992-93 caused per-pupil funding to "float up" to $4,207 in the past year, while the 1993-94 budget was actually reduced by $103 million in order to bring the per-pupil statistic back down to the originally planned level of $4,187. In order to meet this commitment, the state lent schools $608,691,000 more than the Proposition 98 required level of funding. As with previous loans, the schools will be required to repay the loan (interest-free) back to the state by reducing future year Proposition 98 funding.

The budget package makes no provision to fund cost-of-living adjustments (COLAs), although the statutes that call for such adjustments were left intact for possible future use. The statutes normally would have required a 1.92 percent COLA increase to revenue limits for 1993-94, but in view of the economic crisis, the budget package does not fund revenue limit COLAs for the next two years (1993-94 and 1994-95). Although the trailer bill language leaves the question of categorical COLAs "open," it is highly unlikely that any program will receive an increase in 1994-95, unless dramatic recovery in the economy and in state revenues is made within the next six months.

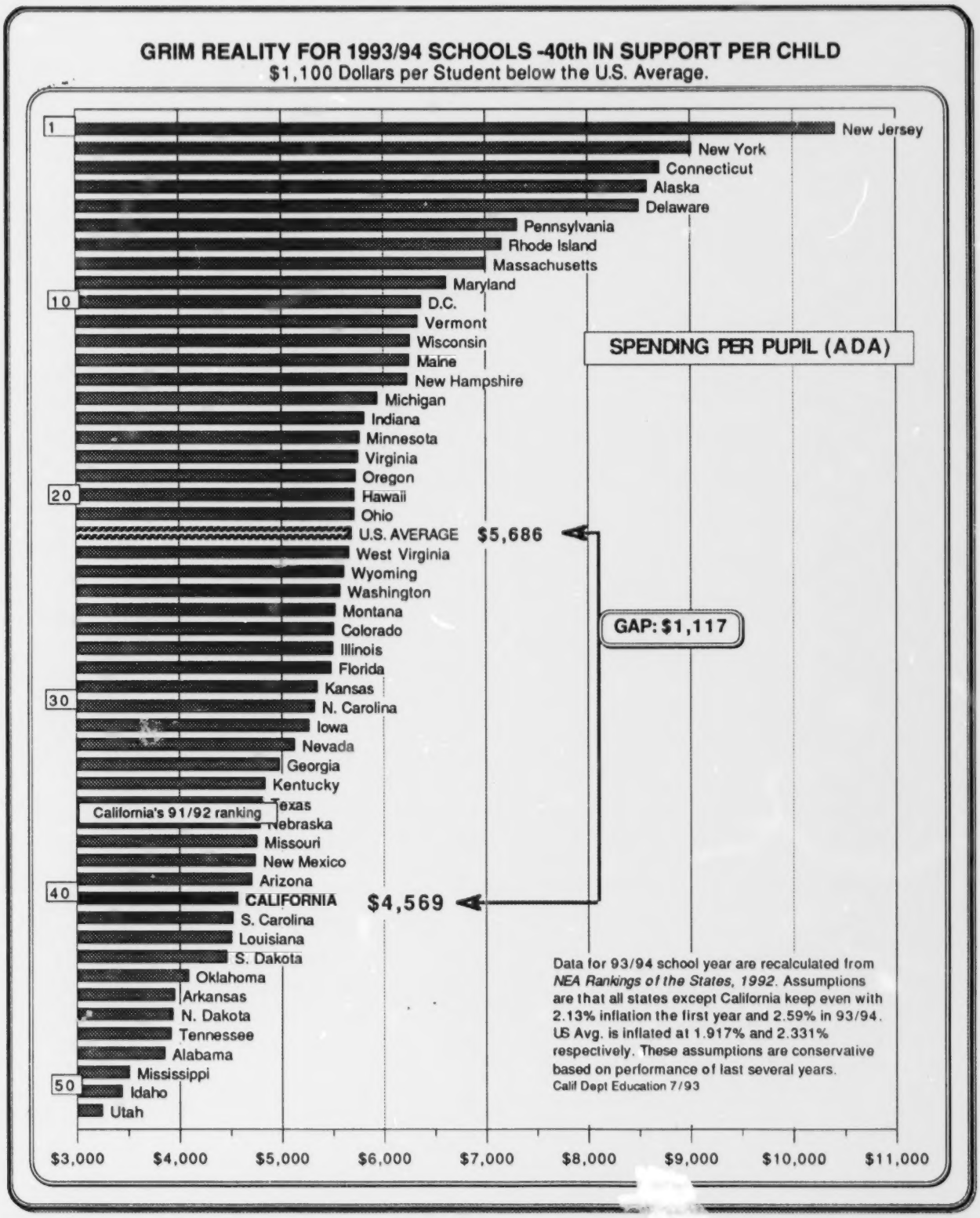
Senate Bill 399 restores a very significant statutory mechanism for the financing of school district and county office revenue limits. Prior to the passage of Proposition 13 in 1978, school finance was facilitated by means of a "derivation" statute that called for automatic transfer of funds from the state General Fund to the schools, based on reported average daily attendance (ADA). After Proposition 13 passed, the Legislature began making fixed appropriations in annual budget acts "in lieu" of the statutory derivation. Since the appropriations were based on estimates of future year ADA and property tax revenue, the fixed sums almost always needed mid-year adjustment and usually required that supplemental deficiency appropriations be made in order to fully fund promised levels of

support. Annual "deficiency bills" often were not enacted until months after the close of the fiscal year, and schools were left with the uncertainty of not knowing when, or if, they would ever receive their funds. Senate Bill 399 restores the statutory derivation method of financing district and county revenue limits by providing for limited use of the old statutes, updated to reflect legislative intentions regarding budgeted levels of support. This change guarantees that school district and county office revenue limits will be funded at set levels of support regardless of whether property tax revenues arrive as expected. The only variable now will be ADA. Since districts are in the best position to predict their own ADA, they will be able to forecast their own revenue limit income without fear that the state will renege on promised support or that property tax receipts will not live up to expectations.

As previously noted, the budget assumes that $2.6 billion of property tax revenue will be taken from cities, counties, and special districts and provided to school districts and community colleges in replacement of state aid. As in the current year, the transfer will be accomplished through an Education Revenue Augmentation Fund (ERAF); but unlike the current year, tax collectors will not be allowed to charge property tax administration fees to school districts. These fees, which totaled close to $20 million in 1992-93, were likely to have been $60 million in 1993-94. This cancellation of the fees will provide some fiscal relief to schools.

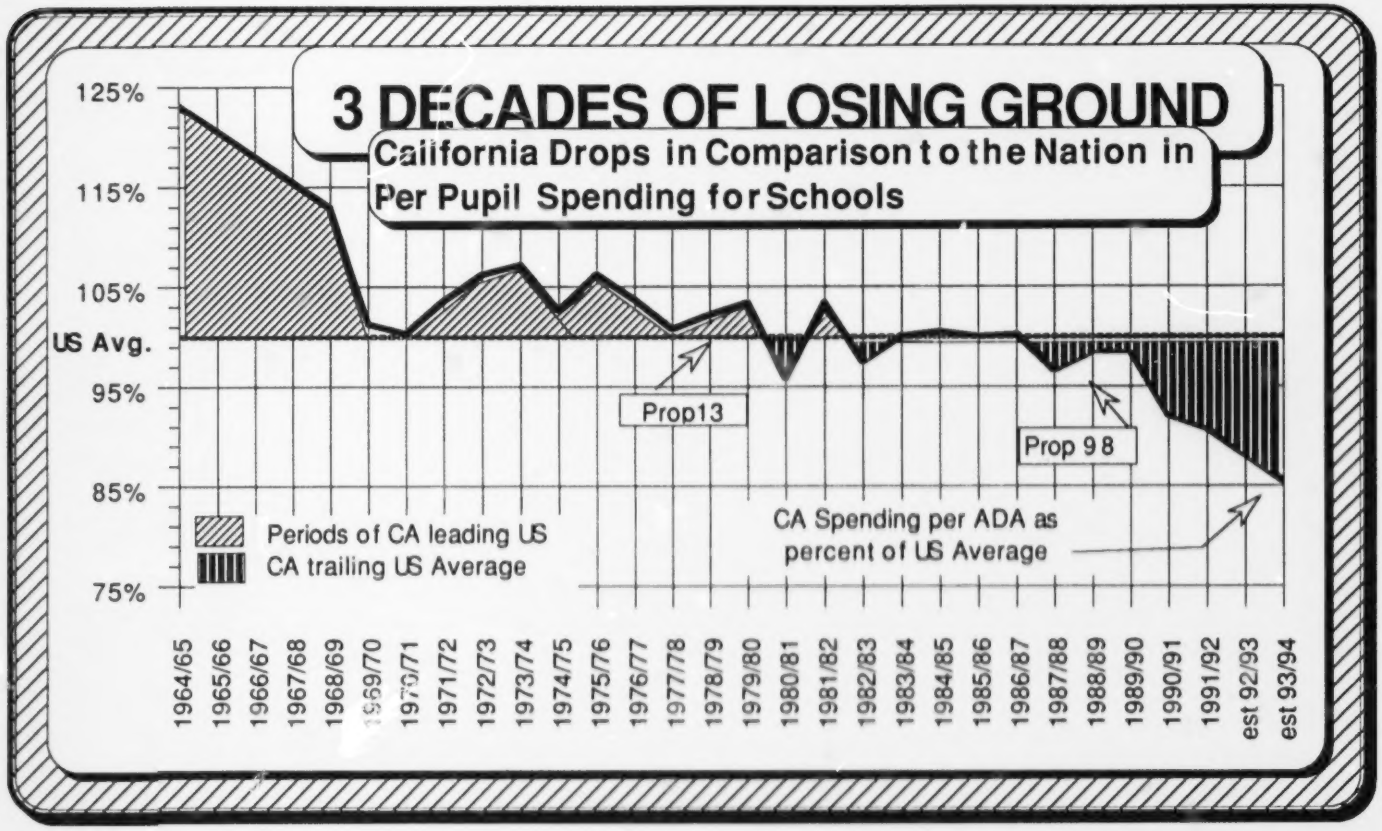
In spite of the Governor's January proposal to revert (return to the state) $315 million of already appropriated 1992-93 funding, the final budget package only reverted $24.7 million. This amount was estimated by the Department of Finance to be in excess of the 1992-93 need to fund district and county revenue limits at anticipated levels. The 1992-93 fiscal year fell far short of anticipated property tax revenues, but the loss of this funding was offset by lower than expected ADA. At this time, the information collected for the Second Principal Apportionment suggests that the 1992-93 year may end with a (district and county) revenue limit deficit $103 million higher than planned in the 1992-93 Budget Act; however, late arriving property tax revenues may reduce or eliminate the deficit at the annual certification in February.

For more information on the K-12 education budget, contact the Department's Education Finance Division at 916/445-4766.



NOTE: These figures include funding from Federal sources in order to accurately compare funding levels in the 50 states and D.C. and will appear to be higher than information which includes only state and local funds.

45

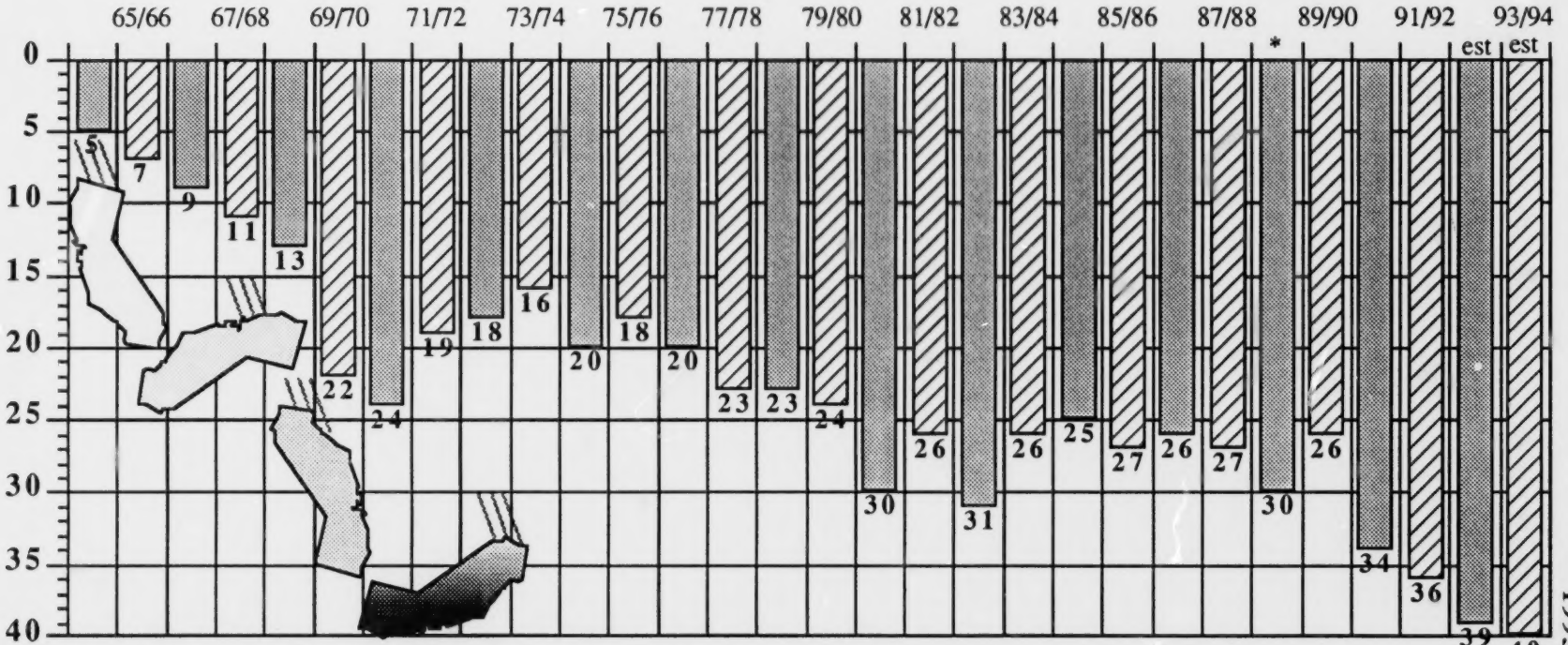


NOTE: All figures are for spending per pupil (ADA) from revised NEA Rankings of the States (when available) 65/66-67/68 are approx. California is shown as a percentage of US average. 92/93 and 93/94 are shown as if California were at $4,627 & $4,569 and other states stayed even with inflation. For fairest possible comparison, California has been increased 5.11% because of its unique ADA accounting methods.

Calif Dept Education 7/93

CALIFORNIA'S FALLING AND IT CAN'T GET UP

The state's per student (ADA) support for K-12 schools has dropped from 5th to an estimated 40th.



NOTE: Figures before 1976-77 are for 50 states only; figures 1976-77 and after include D.C.

Figures are based on revised data (when available) from *NEA Rankings of the States*. 65/66-67/68 & 92/93-93/94 are Calif. Dept. of Education estimates.

*In 88/89 NEA initially reported CA at 25th. Data available after publication indicate CA actually dropped to 30th rank that year.

Calif Dept Education 7/93

FACT BOOK 1993-94

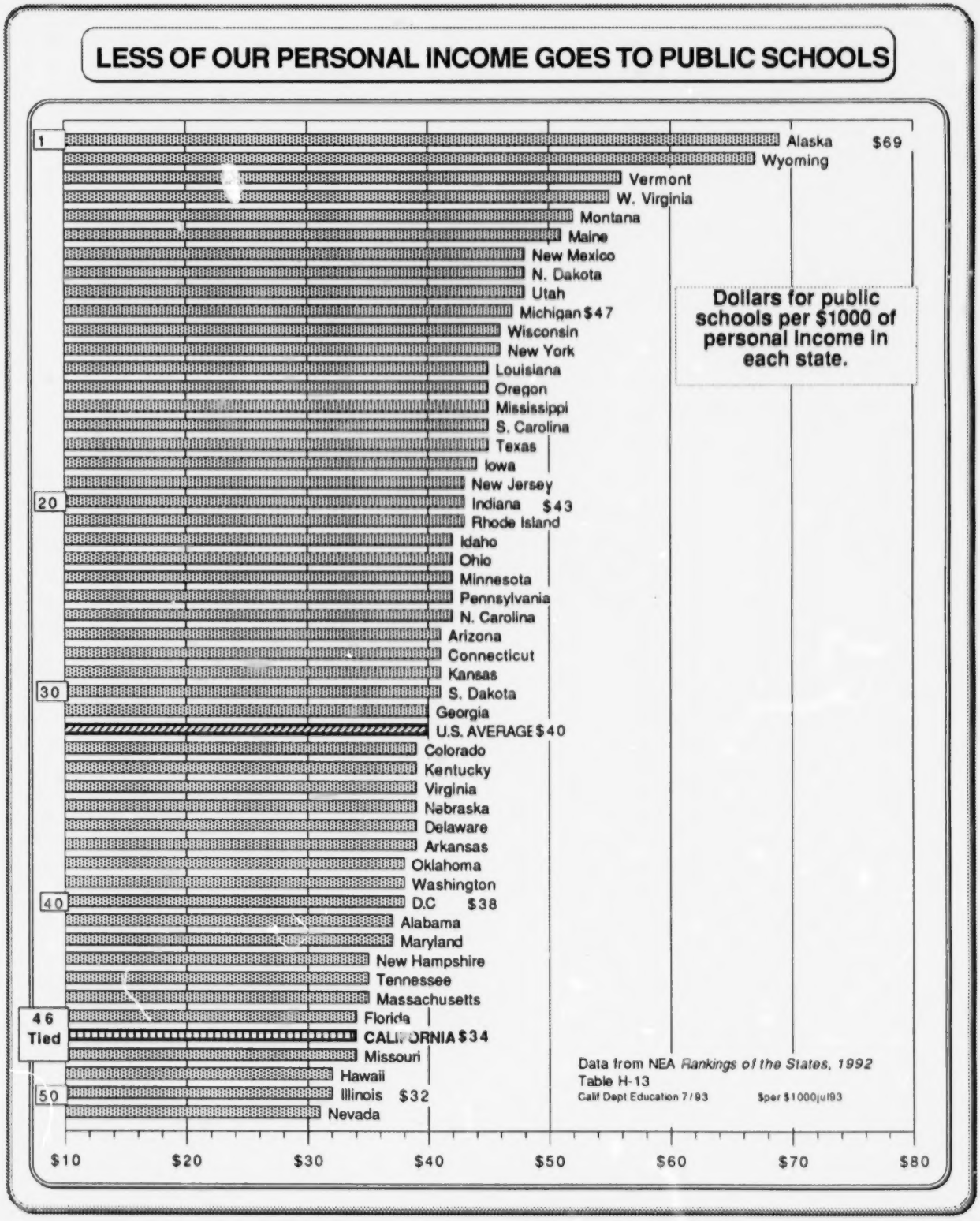
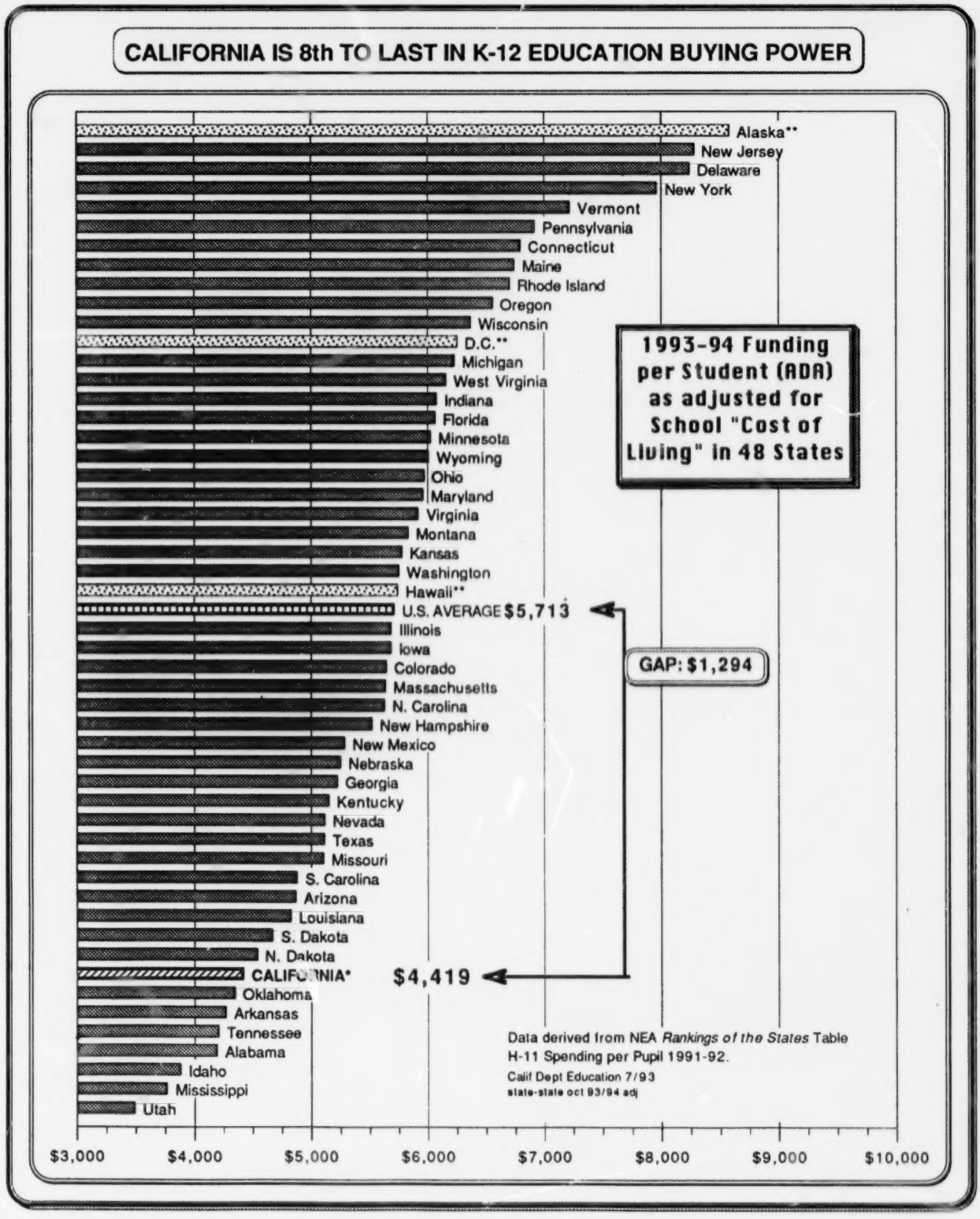
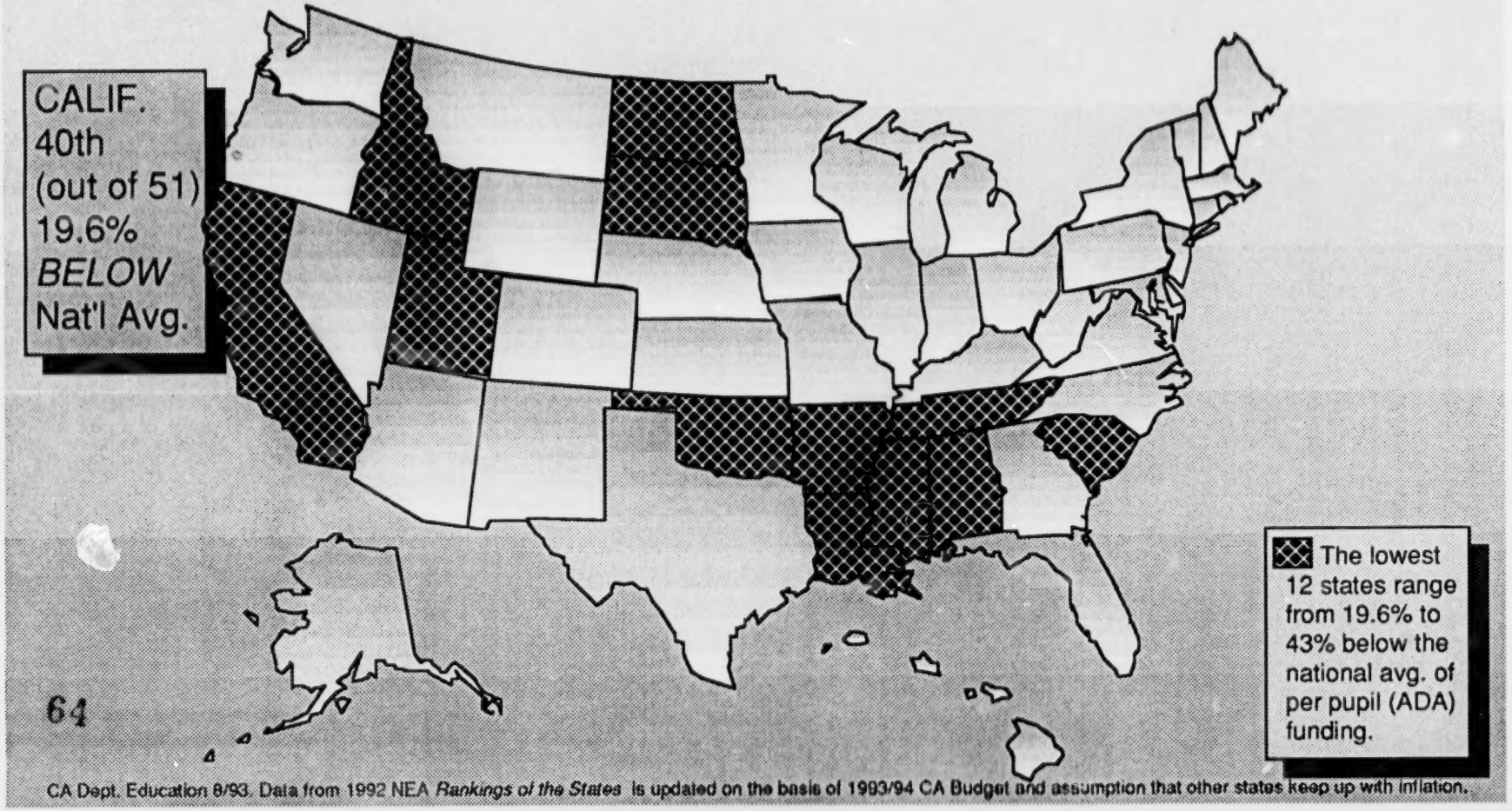


Table H-13 "Estimated Current Expenditures for Public Elementary and Secondary Schools in 1989-90 per $1,000 of Personal Income in 1990."
48



Average expenditure per pupil (ADA)1993-94, as estimated by CA Dept Ed, adjusted for cost of living. Calculations based on "Educational Evaluation & Policy Analysis" Spring 1991.
*California increased by 5.11% because of its unique rule which pays for excused absences.
**No adjustments available for Alaska, D.C. and Hawaii.

California Ranks with Rural and Low-Population States in the Dozen with the Lowest Support for Public Schools



CA Dept. Education 8/93. Data from 1992 NEA *Rankings of the States* is updated on the basis of 1993/94 CA Budget and assumption that other states keep up with inflation.

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HELPFUL CONTACTS FOR EDUCATION INFORMATION

The agencies listed here can answer many questions about their respective areas of interest. They are also a source of alternative points of view on education-related issues.

America 2000
John Bertak, Acting Deputy Director
of Public Affairs
400 Maryland Avenue SW, Room 2089
Washington, DC 20202-0131
202/401-1576 FAX 202/401-3130

Association of California School Administrators (ACSA)
Tom DeLapp
Director of Communications
1517 L Street
Sacramento, CA 95814
916/444-3216 FAX 916/444-3245

Association of County Superintendents of Schools
Dale S. Holmes, President
3939 13th Street; P.O. Box 868
Riverside, CA 92502
909/788-6670 FAX 909/782-8702

California Association of School Business Officials (CASBO)
Eugene W. Murray, President
3960 Industrial Boulevard, Suite 400B
West Sacramento, CA 95691
916/371-1103 FAX 916/371-8536

California Community Colleges
Ann Reed
Vice Chancellor for Public Affairs
1107 9th Street
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California Congress of Parents, Teachers, and Students, Inc. (PTA)
Ann Desmond
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930 Georgia Street
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213/620-1100 FAX 213/620-1411

California Federation of Teachers (CFT)
Mary Bergan, President
1 Kaiser Plaza, Suite 1440
Oakland, CA 94612
510/832-8812 FAX 510/832-5044

Judy Michaels, Legislative Director
1225 8th Street, Suite 475
Sacramento, CA 95814
916/446-2788 FAX 916/446-2401

California Interscholastic Federation
Thomas E. Byrnes, Commissioner
16700 Valley View Avenue, Suite 130
La Mirada, CA 90638
714/521-5711 FAX 714/521-5454

California Postsecondary Education Commission (CPEC)
Bruce Hamlett, Associate Director
for Educational Relations
1303 J Street, Suite 500
Sacramento, CA 95814
916/445-7933 FAX 916/327-4417

California School Boards Association (CSBA)
Brian Lewis, Assistant Executive Director
of Communications and Marketing
3100 Beacon Boulevard
P.O. Box 1660
West Sacramento, CA 95691
916/371-4691 FAX 916/371-3407

California School Employees Association (CSEA)
Bud Dougherty, Executive Director
Douglas Crooks, Director of Public
Relations
2045 Lundy Avenue; P. O. Box 640
San Jose, CA 95106
408/263-8000 FAX 408/954-0948

California School Public Relations Association - North (CALSPRAN)
Brian Kendall, President
582 East L Street
Benicia, CA 94510
707/745-6440 FAX 707/745-9308

California State University System
Steve MacCarthy
Director of Public Affairs
400 Golden Shore
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310/985-2742 FAX 310/985-2749

California Teachers Association (CTA)
Tommye Hutto, Communications Manager
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Alice Huffman, Associate Executive Director
1118 10th Street
Sacramento, CA 95814
916/442-5895 FAX 916/442-6346

Commission on Teacher Credentialing (CTC)
Tom Rose, Legislative and Public Information Coordinator
1812 9th Street
Sacramento, CA 95814-7000
916/445-4802 FAX 916/327-3166

Council of Chief State School Officers
Paula Delo, Director of Public Information and Publications
1 Massachusetts Avenue NW, Suite 700
Washington, DC 20001-1431
202/336-7005 FAX 202/408-8072

EdSource
Trish Williams, Executive Director
525 Middlefield Road, Suite 100
Menlo Park, CA 94025
415/323-8396 FAX 415/323-0180

Educational Testing Service
Greg Anrig, President
P.O. Box 6710, Rosedale Road
Princeton, NJ 08541-6710
609/734-1624 FAX 609/734-1878

Governor's Office
Gail McGagin, Special Assistant to the Secretary of Child Development and Education
1121 L Street, Suite 600
Sacramento, CA 95814
916/323-0611 FAX 916/323-7132

National Association for the Education of Young Children
Dr. Barbara Willer, Public Affairs Director
1509 16th Street NW
Washington, DC 20036-1426
202/232-8777 FAX 202/328-1846

National Association of State Boards of Education (NASBE)
Gene Wilhoit, Executive Director
1012 Cameron Street
Alexandria, VA 22314
800/368-5023 FAX 703/836-2313

National Center for Education Statistics
United States Department of Education
Emerson Elliott, Commissioner
Capitol Place
555 New Jersey Avenue NW, Room 400
Washington, DC 20208-5574
202/219-1828 FAX 202/219-1736

National Center on Education and the Economy
Marc Tucker, President
39 State Street, Suite 500
Rochester, NY 14614
716/546-7620 FAX 716/546-3145

National Education Association (NEA)
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Communications Department
1201 Sixteenth Street NW
Washington, DC 20036
202/822-7200 FAX 202/822-7292

National Education Goals Panel
Ruth Whitman-Chacon, Information Officer
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Washington, DC 20036
202/632-0952 FAX 202/632-0957

National Governors' Association
Raymond C. Scheppach, Executive Director
Hall of the States
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Washington, DC 20001-1572
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National PTA
Kathryn Whitfill, President
Gene Honn, Executive Director
700 North Rush Street
Chicago, IL 60611-2571
312/787-0977 FAX 312/787-8342

National School Boards Association (NSBA)
Dr. Thomas A. Shannon
Executive Director
1680 Duke Street
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703/838-6722 FAX 703/683-7590

National School Public Relations Association (NSPRA)
Rich Bagin, Executive Director
Judi Cowan, Manager of Communication Service Projects
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Arlington, VA 22209
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New American Schools Development Corporation
David T. Kearns, President
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Arlington, VA 22209
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United States Department of Education
Kathryn Kahler, Communications Director of Public Affairs
400 Maryland Avenue SW, Room 4181
Washington, DC 20202
202/401-1576 FAX 202/401-3130

Automated Answering Service
Office of Education Research and Improvement (OERI)
800/424-1616

Secretary's Regional Representative
50 United Nations Plaza, Room 205
San Francisco, CA 94102
415/556-4920 FAX 415/556-7242

United Teachers of Los Angeles (UTLA)
Catherine M. Carey
Director of Communications
2511 West Third Street
Los Angeles, CA 90057
213/487-1436 FAX 213/487-3319

University of California
Ron Kolb, Director
News and Public Affairs
300 Lakeside Drive, 22nd Floor
Oakland, CA 94612
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NATIONAL EDUCATION TRENDS

Historical Trends: State Education Facts, 1969 to 1989 is a compilation of statistical information covering enrollment, staff, diplomas, and finances for elementary and secondary public education, and enrollment, finances, and degrees conferred by public and private institutions of higher education. This publication may be useful to educators, researchers, and policymakers at the state, regional, and national levels in studying issues pertaining to changes in public elementary and secondary education, and both public and private higher education throughout the 1970s and 1980s.

Through analysis of population, financial, and geographic trends over the last 20 years, this publication presents valuable information on the recent history of education in the United States.

Highlights for Elementary and Secondary Education

Public elementary and secondary enrollment in the United States peaked at 46.1 million in 1971; dropped to 39.2 million in 1984; then rose again to 40.5 million in 1989. Elementary enrollment (students in kindergarten through grade eight) in public schools declined on the national level by 14 percent during the 1970s, while rising 4 percent during the 1980s. During the 1980s, the South and West recorded increased enrollment (8 percent and 21 percent respectively), while enrollment decreased in the Northeast (8 percent) and the Midwest (4 percent). Nationally, secondary enrollment (students in grades nine through twelve) in public schools increased through 1976, then declined from 1977 through 1989, excluding 1984 and 1985. At the regional level, secondary enrollment in the public schools in the Northeast and Midwest declined every year since 1975, while secondary enrollment in the public schools in the South and West rose slightly during the early 1980s and declined after 1986.

The number of public high school graduates in the United States reached 2.8 million in 1976-77, then fell to a low of 2.3 million in 1989-90. The Midwest, South, and West saw the number of public high school graduates decrease in the early 1980s, increase slightly in the mid-1980s, and then decline at the end of the decade. In the Northeast, the number of public high school graduates declined throughout the decade, with the exception of 1987-88.

Nationally, the number of public elementary and secondary school teachers and school staff grew during the 1970s, while total enrollment declined. Increases in staff and teachers continued during the 1980s in the Northeast, South, and West. The numbers of public elementary and secondary school teachers, staff, and students remained stable in the Midwest during the 1980s.

The average teacher salary in the public schools decreased by 10 percent during the 1970s, and then rose 20 percent in the 1980s when adjusted for inflation. In constant 1989-90 dollars, the average teacher salary was $28,995 in 1969-70, $26,120 in 1979-80, and $31,331 in 1989-90. Current expenditures for public elementary and secondary schools increased from $115 billion in 1969-70 to $181 billion in 1988-89, in constant 1989-90 dollars. Expenditure per pupil in constant 1988-89 dollars increased 77 percent, from $2,618 in 1969-70 to $4,639 in 1988-89.

To obtain a copy of *Historical Trends: State Education Facts, 1969 to 1989*, call Irene Harwarth at 202/219-1756 or write: National Center for Education Statistics; Room 514, 555 New Jersey Avenue, N.W.; Washington, D.C. 20208-5650.

NATIONAL PUPIL-TEACHER RATIO IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS FALL 1991

1.	Utah	24.8
2.	California	23.1
3.	Washington	20.3
4.	Michigan	*19.7
5.	Arizona	19.6
6.	Idaho	19.4
7.	Tennessee	19.3
8.	Nevada	18.6
	Oregon	18.6
10.	Louisiana	*18.0
	Mississippi	18.0
12.	Colorado	17.9
13.	Alabama	17.7
14.	Florida	17.6
15.	Hawaii	17.4
16.	Indiana	*17.3
	South Carolina	17.3
	United States	17.3
18.	Ohio	17.2
19.	Minnesota	17.1
20.	Kentucky	17.0
	Maryland	17.0
	New Mexico	17.0
23.	Arkansas	16.9
24.	Delaware	16.8
	Illinois	16.8
	North Carolina	16.8
	Pennsylvania	16.8
28.	Georgia	16.7
29.	Alaska	16.5
30.	Texas	16.3
31.	Missouri	15.8
32.	Montana	15.7
	Virginia	*15.7
	Wisconsin	15.7
35.	Iowa	15.6
	Oklahoma	15.6
	Wyoming	15.6
38.	New Hampshire	15.5
39.	South Dakota	15.3
	West Virginia	15.3
41.	Kansas	15.2
	North Dakota	15.2
43.	Massachusetts	15.1
44.	Nebraska	14.8
45.	New York	14.7
	Rhode Island	14.7
47.	Maine	14.3
48.	Connecticut	13.9
49.	New Jersey	13.8
	Vermont	13.8
51.	Dist. of Columbia	13.0
	Mean	17.3
	Median	16.8
	Range	11.8
	SDEV.	3.4
	CV	19.7

*Data estimated by NEA.
When states are tied, they are given the same number and put in alphabetical order.

Computed from NEA Research, *Estimates* data bank.
National Education Association's *Rankings of the States, 1992*

Note: This is a ratio of teachers to students, computed by dividing the total enrollment by full-time equivalent teachers. It does not reflect average class size.

National Average Annual Teacher Salary

States Ranked by 1992/93 Salary

1. Connecticut	$48,850	28. Kentucky	$31,487
2. Alaska	$46,373	29. Florida	$31,153
3. New York	$44,600	30. Wyoming	$30,850
4. New Jersey	$43,997	31. Georgia	$30,626
5. Michigan	$43,331	32. West Virginia	$30,301
6. Pennsylvania	$41,580	33. Maine	$30,258
7. CALIFORNIA	$41,400	34. Iowa	$30,124
8. Massachusetts	$39,245	35. Texas	$29,935
9. Maryland	$39,141	36. Missouri	$29,410
10. Illinois	$38,576	37. North Carolina	$29,367
11. Wash., D.C.	$38,168	38. Tennessee	$29,313
12. Rhode Island	$37,510	39. South Carolina	$29,151
13. Indiana	$37,446	40. Nebraska	$28,718
14. Wisconsin	$36,477	41. Montana	$28,514
15. Hawaii	$36,470	42. Arkansas	$27,598
16. Delaware	$36,217	43. Alabama	$27,490
17. Washington	$35,870	44. Idaho	$27,156
18. Minnesota	$35,656	45. Utah	$26,997
19. Oregon	$35,435	46. New Mexico	$26,355
20. Vermont	$34,824	47. Louisiana	$26,074
21. Ohio	$34,600	48. Oklahoma	$26,051
22. Nevada	$34,119	49. North Dakota	$25,211
23. New Hampshire	$33,931	50. Mississippi	$24,369
24. Colorado	$33,541	51. South Dakota	$24,125
25. Kansas	$33,133		
26. Arizona	$32,403	Average 1991/92	$34,098
27. Virginia	$32,356	Average 1992/93	$35,334

National Education Association 1992-93 Estimates of School Statistics

CALENDAR OF EVENTS

1993-94 SCHOOL YEAR

Dates included on this calendar are gathered from various sources and are not intended as official notification from the California Department of Education. As nearly as can be determined, these dates are accurate as of August 1, 1993. We hope the calendar will assist you in planning special recognition events, and we welcome your input at any time.

Executive Office
916/657-3027

AUGUST

8 Family Day
19 *Scholastic Aptitude Test (SAT) scores released nationally*

SEPTEMBER

PTA MEMBERSHIP MONTH IN CALIFORNIA
LIBRARY CARD SIGN-UP MONTH
HISPANIC HERITAGE MONTH
6 Labor Day
7 State Superintendent's Back-to-School News Conference
8 International Literacy Day
9 Admission Day
9-10 State Board of Education Meeting, Sacramento
15-16 Mexican Independence Days
17 Citizenship Day
17-23 Constitution Week
19-25 National Hispanic Heritage Week
21 U. N. International Day of Peace
24 Native American Day
TBA *California's recipients of Presidential Awards for Excellence in Science and Mathematics Teaching announced*

OCTOBER

CALIFORNIA SCHOOL BUS SAFETY MONTH
NATIONAL AND CALIFORNIA ENERGY AWARENESS MONTH
"JUST SAY NO" BACK-TO-SCHOOL MONTH
3-9 Fire Prevention Week
3-9 National 4-H Week
7-8 State Board of Education Meeting, Sacramento
10-16 National Metric Week
10-16 National School Lunch Week
11 Columbus Day
11-15 National Association of Educational Office Personnel Career Awareness Week
13 Information Day: California Basic Educational Data System
15 *U.S. Senate Youth Program applications due*

17-23 National/California Safe Schools Week
17-23 National School Bus Safety Week
23-31 Red Ribbon Week
24 United Nations Day
TBA *Golden State Examination (GSE) 1993 results released*
TBA *California Teachers of the Year semifinalists announced*

NOVEMBER

NATIONAL PTA CHILD SAFETY AND PROTECTION MONTH
CAREER GUIDANCE MONTH
2 Election Day
7-13 Youth Appreciation Week
9-10 State Board of Education Meeting, Sacramento
11 Veterans' Day
14-20 American Education Week
14-20 National Geography Awareness Week
15-21 National Children's Book Week
16 National Community Education Day
16 *California Educator Awards Luncheon*
25 Thanksgiving Day
TBA *California Teachers of the Year announced*
TBA *California Learning Assessment System (CLAS) 1993 Preliminary Reports for grades 4, 8, and 10 sent to schools and districts*

DECEMBER

1 World AIDS Day
9-10 State Board of Education Meeting, Sacramento
10 Human Rights Day
15 Bill of Rights Day
TBA *CLAS 1993 School and District Reports for grades 4, 8, and 10 released*

JANUARY

11-12 *Winter 1994 Golden State Examination for Economics administered*
13-14 State Board of Education Meeting, Sacramento
14 *U.S. Senate Youth Program winners announced*
17 Martin Luther King, Jr. Day (*Section 37220 of the Education Code states that public schools shall close the third Monday in January or Monday or Friday in the week in which January 15 occurs*)
26 National School Nurse Day
TBA Governor's Budget released

FEBRUARY

AMERICAN HISTORY MONTH
AMERICAN MUSIC MONTH
BLACK HISTORY MONTH
NATIONAL CHILDREN'S DENTAL HEALTH MONTH

1 National Freedom Day (commemorates signing of the 13th Amendment)
6-12 Crime Prevention Week
7-11 National School Counseling Week
9-10 State Board of Education Meeting, Sacramento
12 Lincoln's Birthday (*Section 37220 of the Education Code states that public schools shall close the Monday or Friday of the week in which February 12 occurs)*
13-19 National and California Vocational Education Week
13-19 National and California Vocational Industrial Clubs of America Week
13-19 National Future Homemakers of America/Home Economics Related Occupations Week
13-19 National Future Business Leaders of America Week
13-19 National Distributive (Marketing) Education Club of America Week
15 Susan B. Anthony's Birthday
19-26 Future Farmers of America Week
21 Presidents' Day (*Section 37220 of the Education Code states that Washington's birthday be observed the third Monday in February)*

MARCH

AMERICAN RED CROSS MONTH
NATIONAL MENTAL RETARDATION MONTH
NATIONAL NUTRITION MONTH
NATIONAL WOMEN'S HISTORY MONTH
YOUTH ART MONTH

6-12 National PTA Drug and Alcohol Awareness Week
6-13 National Volunteers of America Week
7 California Arbor Day (birthday of Luther Burbank)
7-11 Newspapers in Education Week
8 International Women's Day
10-11 State Board of Education Meeting, Sacramento
13-19 National Middle Level Education Week
14-18 National Energy Education Week
18 National Energy Education Day
20-26 Art Week
21-25 Educational Partnership Week
22 Principal for a Day
TBA *Administration of 1994 CLAS Performance Assessments for grades 4, 8, and 10 begins*

APRIL

PUBLIC SCHOOLS MONTH (theme designated by the Free and Accepted Masons of California)
PUBLIC SCHOOLS WEEK (school districts may choose any week in April)
MATHEMATICS EDUCATION MONTH
CALIFORNIA EARTHQUAKE PREPAREDNESS MONTH
KEEP AMERICA BEAUTIFUL MONTH

2	International Children's Book Day
6	California Poppy Day
7	World Health Day
7	Child Care Worthy Wage Day
7-8	State Board of Education Meeting, Sacramento
17-23	National Library Week
17-23	"Reading is Fun" Week
17-23	Week of the Young Child
17-23	National Volunteer Week
21	John Muir Day
22	Earth Day 1994
24-30	National Student Leadership Week
24-30	National YWCA Week
25-29	"You've Got the Power" Register to Vote Week
TBA	*Administration of 1994 CLAS Performance Assessments for grades 4, 8, and 10 continues*

MAY

NATIONAL SIGHT-SAVING MONTH
NATIONAL ASIAN/PACIFIC AMERICAN HERITAGE MONTH

1-7	Respect for Law Week
1-7	National Physical Fitness Education and Sports Week
1-7	National Family Week
1-7	National PTA Teacher Appreciation Week
3	National Teacher Day
5	Cinco de Mayo
9-13	California Health Careers Education Recognition Week
11	California Day of the Teacher
12-13	State Board of Education Meeting, Sacramento
15-20	Bike Safety Week
15-21	Classified School Employee Week
16-20	National Educational Bosses Week
20	National School Volunteers Day
30	Memorial Day
TBA	*United States Presidential Scholars announced*
TBA	*Golden State Examinations for Algebra, Geometry, Biology, Chemistry, U.S. History, and Economics administered*
TBA	*Administration of 1994 CLAS Performance Assessments for grades 4, 8 and 10 continues*

JUNE

5	World Environment Day
9-10	State Board of Education Meeting, Sacramento
12-16	National History Days
14	Flag Day
TBA	*California's finalists for Presidential Awards for Excellence in Science and Mathematics Teaching announced*
TBA	*Administration of 1994 CLAS Performance Assessments for grades 4, 8 and 10 ends*

JULY

7-8	State Board of Education Meeting, Sacramento